Lathom Junior School

‘Learning for life’

Job Description: Class Teacher

EQUALITY AND DIVERSITY
We are committed to and champion equality and diversity in all aspects of employment with the London Borough of Newham. All employees are expected to understand and promote equality and diversity in the course of their work.

To share in the corporate responsibility of the well-being and discipline of all children.

Through the promotion of teamwork, collaboration and co-operation, be a ‘key’ member of staff in supporting and enabling colleagues to work in this way.

Purpose of Job: Class Teacher

GENERIC RESPONSIBILITIES
- To demonstrate high quality teaching and have knowledge of the main strategies for improving and sustaining high standards of teaching and learning.
- To liaise with other post holders/school managers in professional duties.
- To ensure effective organisation and management of the classroom.
- To aim to consistently teach very good lessons.
- To observe and demonstrate effective practice through demonstration lessons and shared planning.
- To act as point of reference in school for relevant matters.

CURRICULUM SPECIFIC RESPONSIBILITIES
- To know the NC, assessing, recording and reporting requirements.
- To contribute to the planning for cross curricular learning opportunities.
- To adhere to appropriate systems that are in place for assessment, recording, reporting and target setting.
- To identify, monitor and set targets for children’s achievement, evaluating progress and effectiveness.
- To identify underachievement and raise concerns.
- To report regularly and appropriately to senior staff about children’s progress.
- To interpret data.
- To convey findings appropriately.
- Via discussion and through audit, identify development needs.

EQUAL OPPORTUNITIES
- To ensure that the ‘Every Child Matters’ agenda is met.
- To promote enjoyment, access, achievement and appreciation for all children through curriculum management and school organisation.
- To adhere to all school policies and procedures for the management children.
- To liaise and work with the SENCO and others to ensure IEPs are regularly reviewed.
- To interrogate data to identify groups needing support.
- To seek guidance on appropriate teaching strategies for identified children.

PROFESSIONAL DEVELOPMENT

- To take responsibility for own professional development.
- To participate in appropriate induction procedures.

THE COMMUNITY

- To support the Headteacher in the responsibility for Health and Safety issues throughout the school.
- To communicate effectively and liaise with parents, governors and a range of external agencies where appropriate.
- To be proactive in offering children a range of exciting opportunities both within and outside school.
- To inform decision making by research and appropriate consultation

Specific Responsibilities

These are intended to be a guide to the range and level of work expected of the teacher. It is not an exhaustive list of all tasks that may fall to the employee. S/he will be expected to carry out such other reasonable duties, which may be required from time to time.

Person Specification

	Essential
Expertise Qualifications Skills	• Qualified teacher status • Evidence of being a successful and effective classroom practitioner. • Evidence of high level teaching skills and the ability to share and lead by example. • The ability to use a variety of strategies to ensure good communication and understanding. • To be a successful and collaborative member of a team. • The ability to lead roles in the development of teaching and learning. • The ability to identify strengths and areas of development within a school setting.
Knowledge & Understanding	• An up to date understanding of National policy, curriculum developments, legislation and initiatives. • Be able to demonstrate knowledge and understanding of Assessment for Learning in raising standards. • Evidence of developing and maintaining progression throughout the whole school in an area of learning or in a particular curriculum subject.
Experience	• Experience of organising/leading an area of the curriculum. • Commitment to the raising of standards, confident use of assessment and the analysis of data in setting targets, tracking and monitoring the performance of teaching and learning. • Demonstrate leadership of successful inclusive practices. • Manage own professional development.

CRITERIA	**METHOD OF ASSESSMENT**
• **KNOWLEDGE:**	Application form/Interview
• **QUALIFICATIONS:**	Application form/Certificates
• **PERSONAL STYLE:**	Application form/Interview
• **OTHER SPECIAL REQUIREMENTS:**	Application form/Interview