



Goldington Green Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment

## **GOLDINGTON GREEN ACADEMY**

**From the smallest seeds, to the tallest trees,  
always aiming higher;  
“Give, Grow and Aspire”**

We are a happy and caring school with a strong sense of community. Learning is at the centre of all we do; we strive to provide a dynamic and inspiring education which appeals to the many interests of the children. We work hard and strive for excellence in our school; our aim is that everyone in our school reaches the highest standards of achievement possible whilst becoming confident and independent. We strive for happy staff and pupils continuously learning.

### **Class Teacher Job Description**

Academic Year 2020-21

- Responsible to Phase Leader, AHT and HT.
- **Responsibility** .....

#### **Overall Role and Remit**

- o To maximise the achievement of all children in your charge
- o To be responsible for the children’s safety and welfare in your charge
- o To assist in the development of the school and other teachers within the school.

#### **General Duties**

You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers’ Pay and Conditions Document currently in operation, or any subsequent legislation.

In accordance with the school’s policies and under the direction of the Headteacher; All teachers at Goldington Green Academy must

<b>PART 1 - TEACHING</b>
<b>1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS</b>
1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect
1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
<b>2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS</b>
2(a) be accountable for pupils’ attainment, progress and outcomes
2(b) be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
2(c) guide pupils to reflect on the progress they have made and their emerging needs
2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study
<b>3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE</b>
3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3(c) demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics



3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
<b>4. PLAN AND TEACH WELL STRUCTURED LESSONS</b>
4(a) impart knowledge and develop understanding through effective use of lesson time
4(b) promote a love of learning and children's intellectual curiosity
4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired
4(d) reflect systematically on the effectiveness of lessons and approaches to teaching
4(e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
<b>5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS</b>
5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
5(c) demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
5(d) have a clear understanding of the needs of all pupils, including those with SEND; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
<b>6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT</b>
6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
6(b) make use of formative and summative assessment to secure pupils' progress
6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons
6(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
<b>7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT</b>
7(a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
<b>8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES</b>
8(a) make a positive contribution to the wider life and ethos of the school – attendance at PTFA meetings & events, running extra-curricular clubs
8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
8(c) deploy support staff effectively
8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues
8(e) communicate effectively with parents with regard to pupils' achievements and well-being
<b>PART 2: PERSONAL &amp; PROFESSIONAL CONDUCT</b>
<b>Uphold public trust in the profession and maintain high standards of ethics and behaviour, within &amp; outside school</b>
(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
(b) be aware of and comply with policies and procedures relating to safeguarding child protection; equal opportunities; health and safety; confidentiality and data protection. Promote and safeguard the welfare of children and young persons for whom they are responsible, or with whom they come into contact and to adhere to, and ensure compliance with, the Safeguarding Children Board Child Protection procedures and the school's Safeguarding Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to the designated Child Protection Officer.
(c) promote the well-being of all staff and the well-being and good behaviour of pupils in the school ensuring that all advice from SENDCo or Inclusion Manager is implemented.
(d) show tolerance of and respect for the rights of others and not to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. To maintain the positive ethos and core values of the school, both inside and outside the classroom.
(e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.



**Have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality**

**Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.**

**Subject Curriculum Leader for:** \_\_\_\_\_

**Subject leaders must;**

- inspire and motivate through a passionate commitment to the subject, strongly held views about the nature of the subject and very good subject knowledge;
- communicate a vision for their subject;
- encourage innovation and creativity;
- set high expectations in terms of visibility in and around the school exemplifying achievement and attainment;
- have an expertise in their area or the ability to find expertise;
- monitor and evaluate the progression of skills for the subject across the full primary age range;
- analyse and monitor the standards within the subject and report termly to the Governors;
- develop an growing expertise in the area of responsibility through CPD;
- champion the subject- making it high profile within the school;
- understand the school's current practice, how this compares locally and nationally and how to improve the provision and outcomes;
- understand the children's attainment and achievement within your specified area;
- self evaluate the school's performance relentlessly focusing on the improving teaching and learning;
- share good practice, up to date resources and research with the whole staff.

DATE JOB DESCRIPTION AGREED:

REVIEW JOB DESCRIPTION:

I have read and understood the responsibilities outlined in the Pay Policy for Teachers - Part 1 Standards 1-8 and Part 2 - Personal/Professional Conduct

TEACHER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

LINE MANAGER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_