**Job Title:** Class Teacher (*full-time*)

**Salary Scale:** MPS/UPS + SEN Allowance

**Responsible to:** Headteacher and relevant Key Stage Leader

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers’ Pay and Conditions Document (copy available at https://www.gov.uk/government/publications/school-teachers-pay-and-conditions) and any other current applicable legislation.

Reference should also be made to the 2003 National Agreement and the new Teachers’ Standards applicable (copy available at https://www.gov.uk/government/publications/teachers-standards), applicable from July 2011.

The postholder will comply with Health and Safety requirements and specifically will take reasonable care of themselves and other persons who may be affected by their acts or omissions at work (Health and Safety at Work Act 1974), and other relevant employment legislation and school policies.

**The Governing Body reserve the right to amend the job description at any time after consultation with the post holder.**

**Core Purpose**

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

All staff at Woodfield School are expected to:

• Promote and engage with the school’s *Values, Vision and Aims*.

• Be excellent practitioners and team members who adhere to high professional standards.

• Work together effectively in class teams by following the school’s *Code of Professional Values and Practices*.

**JOB DESCRIPTION**

**MAIN/UPPER PAYSCALE TEACHER**

**GENERAL DESCRIPTION OF THE POST**

As a class teacher, you will be responsible for the teaching and well-being of:

A group of pupils with a range of moderate to severe learning difficulties from key stage 3 to key stage 5.)

As a teacher at Woodfield School, you will:

**Set high expectations which inspire, motivate and challenge pupils**

Establish a safe and stimulating environment for pupils, rooted in mutual respect, set goals that stretch and challenge pupils of all backgrounds, abilities, and dispositions, consistently demonstrate the positive attitudes, values and behaviour which are expected of pupils.

**Promote good progress and outcomes of pupils**

Be accountable for pupils’ attainment, progress, and outcomes, be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these, guide pupils to reflect on the progress they have made and their emerging needs, demonstrate knowledge and understanding of how pupils learn and how there is an impact on teaching, encourage pupils to take a responsible and conscientious attitude to their own work and study.

**Demonstrate good subject and curriculum knowledge**

Have a secure knowledge of the relevant subject(s) and curriculum areas, foster, and maintain pupils’ interest in the subject, and address misunderstandings, demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship, 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.

If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics, if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**Plan and teach well-structured lessons**

* impart knowledge and develop understanding through effective use of lesson time, promote a love of learning and children’s intellectual curiosity, set homework and plan other out-of-class activities to consolidate, and extend the knowledge and understanding pupils have acquired.
* reflect systematically on the effectiveness of lessons and approaches to teaching, contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**Adapt teaching to respond to the strengths and needs of all pupils**

* know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively, have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.
* 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, have a clear understanding of the needs of all pupils, including those with special educational needs - those of high ability, those with English as an additional language, those with disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them.

**Make accurate and productive use of assessment**

* know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements, make use of formative and summative assessment to secure pupils’ progress, use relevant data to monitor progress, set targets, and plan subsequent lessons, give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**Manage behaviour effectively to ensure a good and safe learning environment**

* 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

**Have high expectations of behaviour, and establish a framework for**

* discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils’ needs to involve and motivate them.
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**Fulfil wider professional responsibilities**

* make a positive contribution to the wider life and ethos of the school.
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support, deploying support staff effectively.
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
* communicate effectively with parents regarding pupils’ achievements and well-being.

**Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating pupils with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to a teacher’s professional position.
* having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions.
* showing tolerance of, and respect for, the rights of others, not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must 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.

Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibility.

*We are committed to safeguarding and promoting the welfare of young people and expect all staff and volunteers to share in this obligation. The successful candidate will be required to undertake an enhanced disclosure by the DBS and all checks in relation to KCSIE September 2024 will be carried out.*