

JOB DESCRIPTION

CLASS TEACHER

In addition to the general duties set out in 'The school teachers' pay and conditions document', the following duties are attached to the post.

Every member of the teaching staff, regardless of other responsibilities, has a main role as a classroom teacher. The principal duties of any classroom teacher include:

TEACHING

To be able to teach children effectively in either English or French.

Set high expectations, which inspire, motivate and challenge pupils by:

- Establishing a safe and stimulating environment for pupils, rooted in mutual respect that reflects the bilingual nature and Christian ethos of the school.
- Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrating consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Promoting good progress and outcomes for pupils by:
 - a. Being accountable for pupils' attainment, progress and outcomes
 - b. Planning teaching to build on pupils' capabilities and prior knowledge
 - c. Guiding pupils to reflect on the progress they have made and their emerging needs
 - d. Demonstrating knowledge and understanding of how pupils learn and how this impacts on learning
 - e. Encouraging pupils to take a responsible and conscientious attitude to their own work and learning.

Demonstrate good subject knowledge by:

- Having a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misconceptions
- Demonstrating a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrating an understanding of and take responsibility for promoting high standards of Literacy, articulacy and the correct use of standard English and French

Plan and teach well-structured lessons by:

- Imparting knowledge and developing understanding through effective use of lesson time
- Promoting a love of learning and pupils' intellectual curiosity
- Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflecting systematically on the effectiveness of lessons and approaches to teaching
- Contributing to the design and provision of an engaging bilingual curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils by:

- Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrating an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support pupils' education at different stages of development
- Having 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 by:

- Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Making use of formative and summative assessment to secure pupils' progress
- Using relevant data to monitor progress, set targets, and plan subsequent lessons
- Giving 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 environment by:

- Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Managing a class effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintaining good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities by:

- Making a positive contribution to the wider life and ethos of the school
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploying support staff effectively to maximize learning
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Supporting and participating in research particularly in the area of the school's bilingual specialism
- Communicating effectively with parents with regard to pupils' achievements and well-being.

For teachers who are not newly qualified:

- To lead a curriculum subject
- To lead an extra-curricular activity

PERSONAL AND PROFESSIONAL CONDUCT

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 at all times 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
- Promoting an open and inclusive approach with 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.
- Having proper and professional regard for the Christian ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality
- Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

PERSON SPECIFICATION

CLASS TEACHER

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● Degree or equivalent ● UK Qualified Teacher status 	<ul style="list-style-type: none"> ● Further study or research in the field of Christian Education or Bilingual Education ● Qualification in French language or in Teaching French
Experience	<ul style="list-style-type: none"> ● Experience of teaching EYFS, KS1 or KS2 as a qualified teacher in the UK that enabled pupils to make progress in learning and behaviour ● Experience of effective teaching of Phonics and reading that enables children to make rapid and sustained progress ● Experience of the successful leadership of an area of the curriculum 	<ul style="list-style-type: none"> ● Successful experience of teaching Reception, Year 2 or Year 6 ● Experience as a mentor to student teachers or Early Career Teachers ● Experience of teaching in a bilingual environment ● Experience of teaching the French language or teaching the curriculum in French ● Experience of teaching in France or a Francophone country or in an international school ● Experience of teaching in a Church of England Primary School and teaching RE or leading worship or Godly Play
Knowledge and understanding	<p>An excellent knowledge and understanding of:</p> <ul style="list-style-type: none"> ● The theory and practice of providing effectively for the individual needs of all children (e.g. classroom 	<p>An excellent knowledge and understanding of:</p> <ul style="list-style-type: none"> ● The theory and practice of bilingual education and or supporting EAL learners ● The distinctive ethos of a Church of England School

	<p>organisation and learning strategies);</p> <ul style="list-style-type: none"> ● Statutory National Curriculum requirements within the Early Years, KS1 and KS2; ● The monitoring, assessment, recording and reporting of children's progress; ● The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEND and Child Protection; ● The positive links necessary within school and with all its stakeholders; 	<ul style="list-style-type: none"> ● How technology can be used to enhance learning ● Knowledge of Godly Play
<p>Skills</p>	<p>Class teachers will be able to:</p> <ul style="list-style-type: none"> ● Plan effectively for the needs of all learners in the classroom; ● Differentiate well for all learners and adapt plans in the light of misconceptions; ● Understand how to accelerate the progress of pupils under achieving; ● Promote the school's aims and ethos positively, and use effective strategies to monitor motivation and morale; ● Develop good professional relationships within a team; ● Establish and develop close relationships with parents, governors and the community; ● Communicate effectively (both orally and in writing) to a variety of audiences; 	<p>Class teachers may be able to:</p> <ul style="list-style-type: none"> ● Play a musical instrument and lead musical activities ● Lead PE and Sport activities

	<ul style="list-style-type: none"> • Create a happy, challenging and effective bilingual learning environment. 	
Personal characteristics	<ul style="list-style-type: none"> • Be passionate about developing a bilingual approach to teaching and learning; • Be willing to listen, take advice and adapt classroom practice; • Be willing to be a life-long learner to improve classroom practice; • Approachable • Committed • Empathetic • Enthusiastic • Organised • Patient • Resourceful 	<ul style="list-style-type: none"> • A committed and practicing member of a Christian Church. • Keen to undertake or contribute to research in the area of bilingual education and learning