

**NURSTEED PRIMARY SCHOOL**  
**JOB DESCRIPTION: CLASS TEACHER**

**DESIGNATION OF POST:** Class Teacher

**START DATE:** September 2026

**LINE MANAGER:** Headteacher

**REVIEW DATE:** \_\_\_\_\_

**This post is subject to the professional responsibilities set out in the School Teachers' Pay and Conditions document, relevant legislation and DFES Regulations/Circulars**

**Knowledge and Understanding**

- Have a detailed knowledge of the National Curriculum and other statutory requirements including phonics progression and where appropriate, Development Matters and the Early Years Foundation Stage.
- The school's aims priorities, targets and action plans.
- Understand progression of skills within each curriculum area and match these to children's age/ability
- The implications of the Code of Practice for Special Educational Needs for teaching and learning.

**Planning and Setting Expectations**

- Plan, prepare and teach subjects in line with the National Curriculum and agreed schemes of work.
- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the children being taught.
- Set appropriate and demanding expectations for children's learning and motivation.
- Set clear targets for children's learning, building on prior attainment.
- Identify children who have special educational needs, and liaise with the SENCO in order to give positive and targeted support. Implement and keep records on Support Plans or My Plans.

**Teaching and Managing Children's Learning**

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep children engaged, including stimulating children's intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for children's behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Use display to enhance, support and celebrate children's learning.
- Effective development of children's individual and collaborative study skills necessary for them to become increasingly independent when out of school.
- In Key Stage One incorporate a continuous play provision into teaching and learning and provide adult directed play activities as appropriate.

**Assessment and Evaluation**

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor children's class and homework providing constructive oral and written feedback, setting targets for children's progress, in line with the school policy.
- Understand the demands expected of children in relation to the next National Curriculum stage (EYFS, KS1, KS2, KS3)
- Provide for parents and children oral and written assessments and reports relating to individual children's learning, progress and behaviour.

**Children's Achievement**

- Secure progress towards children's targets.
- Recognise and celebrate achievement of all children.
- Value learning and the learner as well as what has been learnt.

### **Relations with Parents and the Wider Community**

- Prepare and present informative reports to parents.
- Establish a partnership with parents to involve them in their child's learning, as well as providing information about curriculum, attainment, progress and targets.
- Recognise that learning takes place outside the school context and provide opportunities to develop children's understanding by relating their learning to real life examples.
- Liaise, as appropriate, with agencies responsible for children's welfare.

### **Managing Own Performance and Development**

- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects/age group they teach.
- Understand their professional responsibilities in relation to school policies and practices.
- Participate in, and on occasion lead, meetings at the school which relate to the curriculum of the school or the administration or organisation of the school
- Set a good example to the children they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Review your own practice and identify personal/professional development needs.
- Participate in programmes to further your own professional development.

### **Managing and Developing Staff and Other Adults**

- Establish effective working relationships with professional colleagues
- Plan for a TA as provided and establish an effective means of communication with him/her
- In collaboration with relevant TAs, identify their development and training needs and discuss these with the TAs line manager
- Lead and support staff in your area of expertise.

### **Managing Resources**

- Manage the class budget effectively
- Select and make good use of resource/reference books, ICT and other learning resources which enable teaching objectives to be met.
- Return resources and store tidily after use.

### **Health, Safety and Well-being**

- Promote and maintain good order and discipline among children and safeguard their health and safety
- Be mindful of your own and others' work life balance and liaise with colleagues and leadership when necessary to enhance this
- Promote and safeguard the welfare of children within your class and across the school.

Signed by Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Signed by Headteacher: \_\_\_\_\_

Date: \_\_\_\_\_