

Job Description and Person Specification

Job title	Class Teacher
Contract	[Fixed term]
School	[The Gatwick School]
Location	[23 Gatwick Road, Crawley, West Sussex, RH10 9TP]
Hours	PT or FT
Working weeks	[All year round]

Job description

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than Executive Headteacher or Head of Schools contained at Appendix A.

This job description may be amended at any time following discussion between the Executive Headteacher or Head of School and member of staff, and will be reviewed annually.

Role purpose

To carry out the professional duties of a teacher, as circumstances may require, and in accordance with the school's policies, under the direction of the Executive Headteacher or Head of School.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEN or very able pupils; providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;

- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;

Using a variety of teaching methods to:

- match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - I. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - II. select appropriate learning resources and develop study skills through library, I.c. T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

Curriculum Development

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
- Contribute to the whole school's planning activities;

Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- know subject(s) or specialism(s) to enable effective teaching;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute positively and effectively to The Gatwick School pledge to child centred learning;
- a commitment to the school's specialism in Business, Entrepreneurship, Science & Technology and high academic standards;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Paragon events, Review days and connections with partner schools and local businesses;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Person specification

	Criteria	E = Essential D = Desirable	Assessed by A = Application C = Certificates I = Interview
Qualifications	Qualified Teacher Status, or working towards	E	C
	GCSE level 4 or above in English and Maths, or equivalent	E	C
	Further relevant professional studies	D	C
Experience	Experience of teaching a class or subject area(s)	E	A
	Teaching experience in more than one school	D	A
	Proven track record in bringing about improvement in pupil outcomes	E	A
	Use of innovative approaches to the development of teaching and learning, including AfL and ICT	E	I
	Successful involvement with, and management of, self-evaluation, planning, and target setting	E	I
	Experience of Ofsted processes	D	I
	Evidence of continuing professional development	E	I
	Leadership In pastoral/pupil personal development	E	I
	Successful partnership working with other schools and/or academies, external agencies and stakeholders	E	I
	Track record in working with, and impacting on, parental engagement	E	I
	Experience of effective implementation and use of ICT to innovate learning	E	I
	Track record of good health and attendance	E	I
Skills and abilities	Ability to lead, motivate, develop, and inspire pupils and to encourage parental engagement	E	I
	Ability to analyse and evaluate pupil data in order to set aspirational and challenging targets for individuals	E	I
	Ability to develop a classroom environment ethos and structure for managing behaviour which enables pupils to become independent and self-managing	E	I
	Ability to work effectively as part of the school team and with governors, trustees, pupils, parents/carers, stakeholders and partners within, and beyond, the education sector	E	I

	Ability to think creatively and to prioritise	E	I
	Excellent communication (written, oral and presentation skills)	E	I
	Excellent interpersonal skills	E	I
	Excellent self-awareness and ability to manage self	E	I
	Ability to proactively engage with a range of external partners and networks	E	I
	Willingness to learn from others and both seek and take advice	E	I
Knowledge	Thorough knowledge and understanding of national priorities and current developments	E	I
	In depth knowledge of best practice in teaching and learning, including the use of ICT to support pupil achievement	E	I
	Knowledge of curriculum and best practice in relation to the relevant key stages(s)	E	I
	Understanding and application of school improvement principles	E	I
	Knowledge of SEN Code of Practice	E	I
Other including Safeguarding and Equality	Demonstrate knowledge and understanding of equality issues and legislation (both provision and outcomes)	E	I
	Ability to integrate equality policies into action	E	I
	Demonstrate commitment to equality of opportunity and inclusive education	E	I
	Knowledge of local and national safeguarding requirements	E	I
	Evidence of having complied with and secure highly effective safeguarding	E	I
	Ability to develop an appropriate environment which ensures the safety of all pupils	E	I
	Resilience, the ability to work under pressure and to meet deadlines	E	I
	A commitment to TGS's vision, values, and ethos	E	I