



St White's Primary School

Job Description: MAINSCALE CLASSROOM TEACHER 2026-27

Responsibility: CLASSROOM PRACTITIONER (with curriculum responsibility as set by SLT)

Responsible to: HT AND DEPUTY HT OR MEMBER OF SENIOR LEADERSHIP TEAM

The appointment of a Main Scale Teacher is subject to QTS status and the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document and other current legislation. The Teachers' Standards will be used to monitor performance (See attached document).

This job description includes references to:

- The School's SEF
- The School's Development Plan
- Professional Standards for Teachers <https://www.gov.uk/government/publications/teachers-standards>
- The School's Teacher Appraisal Policy
- Ofsted's School Inspection Handbook

This job description *may be amended at any time* following discussion between the Headteacher and the staff body, and will be reviewed annually as part of the appraisal process.

Core Purpose

To be a consistently good, reflective classroom practitioner and support the leadership and management of the school by:

- Being an advocate of the school's vision and values, promoting change and school improvement that improves the life chances for all groups of pupils;
- Conveying a positive 'can do' attitude and presenting a 'united front' to secure successful outcomes for all children;
- Providing consistently high-quality teaching for all groups of pupils that promotes high standards of learning and achievement;
- Working in partnership with all staff to promote continuity of provision and practice across the school;
- Working in partnership with all staff to ensure smooth transition between key stages;
- Building an effective partnership with parents so that they feel a shared responsibility to secure successful outcomes for their child;
- Communicating clearly with pupils and all stakeholders;
- Taking responsibility both personally and collectively.

Professional Knowledge, Understanding and Skills

The teacher will:

- Have strong subject knowledge of the primary, and early years, curriculum;
- Keep their knowledge, skills and understanding up to date, through CPD provided and CPD independently sought;
- Continually be reflective, critically evaluating their own practice;
- Provide quality educational provision for all groups of pupils and demonstrate effective practice for raising pupils' achievement;
- Promote pupils' spiritual, moral, social and cultural development and positive behaviours, including learning behaviours, through high quality provision;
- Have a good understanding of the links between local and national data;
- Have high expectations of standards and behaviour.
- Have an understanding of what constitutes good practice and high standards in teaching and learning across the primary phases;
- Be able to independently achieve the Teacher's Standards;
- Be able to share good practice with colleagues;
- Be a role model to pupils and all stakeholders;
- Have a positive approach to behaviour management, using the school's behaviour policy for guidance;
- Be willing to use a variety of teaching strategies to engage all learners;
- Have a good knowledge of how scaffolding can support the learning of all pupils and put this into practice;
- Commit to the personal welfare and safeguarding of all children, including having a sound knowledge of child protection;
- Have an understanding of how the curriculum supports the ethos and values of the school;
- Have an ability to make cross curricular links and use these to enhance learning.

Planning and Assessment

The teacher will:

- Have a thorough knowledge of all pupils' in the class, understanding their starting points and capabilities;
- Generate planning for the class that identifies priorities and targets, ensuring that all groups of pupils achieve high standards and make at least good progress;
- Assess, plan and deliver teaching and learning, consistently monitoring and reviewing outcomes to secure progress of pupils;
- Develop an understanding of how to think creatively and imaginatively to anticipate and solve problems and identify opportunities for pupils to succeed;
- Plan learning that gives pupils the knowledge to see what should be cherished, challenged or created and the courage, enthusiasm, commitments and communication skills to do something about it;
- Develop an understanding of how to use current research findings to inform practice.

Key Tasks and Responsibilities

The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the School Teachers' Pay and Conditions document, and within the range of teachers' duties set out in that document.

The teacher will:

- Support the Headteacher in promoting the ethos, vision and values of the school;
- Create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning;
- Plan and prepare lessons in order to deliver the National Curriculum programmes of study, ensuring that there is breadth and balance in all subjects while drawing upon prior learning to make links and deepen knowledge and understanding;
- Use the School's 'assess, plan, do, review' cycle to help identify and overcome barriers to pupils' learning;
- To identify clear learning objectives and learning outcomes, with appropriate scaffolding, challenge and high expectations;
- Maintain good order and discipline among the pupils, safeguarding their physical and mental health and safety;
- Ensure the safeguarding of all pupils through the implementation of effective policies and procedures in accordance with the most recent versions of KCSiE and the WTtSC
- Ensure that pupils develop good learning behaviours in order to learn more effectively and with increasing independence.
- Organise and manage groups or individual pupils ensuring appropriate scaffolding is provided to allow all pupils to access the learning;
- Plan opportunities to develop the social, emotional and cultural aspects of pupils' learning;
- Maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress;
- Prepare appropriate records for the transfer of pupils to new classes or phases;
- Ensure support staff are used effectively, including parent helpers, and that they fully understand their roles and responsibilities in enhancing the learning of all groups of pupils;
- Actively participate and contribute in staff meetings as required;
- Contribute to the development and co-ordination of a particular area of the curriculum, as required;
- Be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements;
- Ensure that the school policies are reflected in daily practice;
- Communicate and consult with parents over all aspects of their children's education – academic, social and emotional;
- Liaise with outside agencies when appropriate e.g. Educational Psychologist, Advisory Teaching Service;
- Continually develop professionally, maintaining a portfolio of training undertaken and integrating developments into pedagogy;
- Meet with parents and appropriate agencies, so that both are able to contribute positively to the education of the pupils concerned;
- Promote the welfare and wellbeing of pupils and to support the school in safeguarding pupils through relevant policies and procedures;
- Promote equality as an integral part of the role and to treat everyone with fairness, respect and dignity;

- Recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policies and any school-specific procedures or rules that apply to this role;
- Ensure that records of pupils and the provision made to meet their needs are kept securely in line with GDPR, are maintained and kept up to date.

Arrangements for appraisal of performance

Performance will be monitored through the school's performance management programme and by members of SLT.