

The Role

Job Title: Class Teacher

Beechwood Park staff are accountable for achieving the highest possible standards in work and conduct. They act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forging positive professional relationships and working with parents in the best interests of all pupils.

Role Responsibilities

Set high expectations which inspire, motivate and challenge pupils

- Nurture, engage, inspire and challenge pupils;
- Plan, teach and assess the effectiveness of lessons and home learning which have high expectations;
- Ensure all pupils are fully engaged and contributing in your lessons;
- Develop in your pupils a Growth Mindset;
- Inspire academic confidence, independence and creativity in every child;
- Establish a safe and stimulating learning environment for pupils, rooted in mutual respect;
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- Track and assess the progress of all of your 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 this impacts 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 curriculum for the year, 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.

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

- Promote excellent differentiation in your lessons, using interventions to ensure all pupils make progress.
- Liaise closely with Learning Support staff about pupils with individual G&T, SEN and EAL needs.

- Implement Learning Support policy and LSPPs in all lessons.
- Stretch the more able pupils further and faster through effective differentiation.
- 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

- Audit examination and standardised data to understand pupil needs and improve future academic performance.
- 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

- Promote excellent standards of pupil discipline, tidiness and punctuality at all times and in accordance with the School Behaviour Policy.
- 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 in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- Act as a Form Teacher, sharing in the pastoral responsibility for all pupils in accordance with the School's Form Teacher role.
- Participate in regular CPD, whole School and Department meetings, training days and working groups.
- Carry out at least three Learning Walks per year, completing BPS learning walk feedback forms.
- Complete a biennial Professional Development Review.
- Set, arrange, mark and moderate internal assessments.
- Ensure outstanding levels of customer service in all communications, verbal or written, including reporting on pupil progress.
- Contribute to all staff duties, after school activities, absence cover and Parents' Consultations before and after the School day as required.
- Meet with parents individually to discuss pupil progress, reporting where necessary to the Head of Middle and Senior Departments.



- Record pastoral incidents and patterns and parental communications on iSAMS Wellbeing Manager, keeping the Head of the Middle Department, the Head of the Senior Department and the Deputy Head (Pastoral) informed of significant concerns
- Attend assemblies and other School functions, playing an active part in the wider aspects of School life.
- Undertake other such specific duties appropriate to your post which the Head may reasonably assign from time to time.
- 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.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and wellbeing.

Personal and Professional Conduct

- Demonstrate consistently high standards of personal and professional conduct, adhering to school policies.
- Specifically, promote and safeguard the welfare of all members of the School community by endorsing, understanding and exercising your roles and responsibilities in accordance with the BPS Health and Safety and Child Protection policies and procedures as published on the staff intranet.
- 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.
 - ◊ Safeguarding pupils' well-being, in accordance with statutory provisions.
 - ◊ Showing tolerance of and respect for the rights of others.
 - ◊ Upholding 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 ethos, policies and practices of Beechwood Park and maintain high standards in attendance and punctuality.
- ◊ Understanding and always acting within the statutory frameworks which set out their professional duties and responsibilities.

