**Job Description**

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|  | **Job Title**  | Class Teacher for French  |
| **School**  | Leopold Primary School |
| **Location**  | NW10 9UR  |
| **Grade** | Main pay scale range 1-6. Point X in line with the current *School Teachers’ Pay and Conditions Document* |
| **Reports to** | The headteacher, members of the senior leadership team (SLT) and the governing body |
| **Staffing Responsibility** | The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities |
| **Restricted** | No |

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| 1. **Job Purpose:**

*(Summary of the overall purpose of the job)* * 1. Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
	2. Be responsible and accountable for achieving the highest possible standards in work and conduct
	3. Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
	4. Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
	5. Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
	6. Take responsibility for promoting and safeguarding the welfare of children and young people within the school
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| 1. **Principal Accountabilities And Responsibilities:**

*(Indicate the main accountabilities, responsibilities and expected outcomes (8-10 bullets should be sufficient).* 1.1 All teachers are required to carry out the duties of a schoolteacher as set out in the current [*School Teachers Pay and Conditions* *Document*](https://www.education.gov.uk/publications/)*.* Teachers should also have due regard to the Teacher Standards (2012). Teachers’ performance will be assessed against the teacher [standards](https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00066-2011) as part of the appraisal process as relevant to their role in the school. Teaching* 1. To work alongside the senior leadership co-ordinator to implement the French curriculum as laid down in the schemes of work.
	2. Deliver the curriculum as relevant to the age and ability group for French for all year groups.

2.2 Be responsible for the preparation and development of teaching materials, teaching programmes and deliver lessons with clear differentiation.* 1. Be accountable for the attainment, progress and outcomes of pupils’ you teach
	2. To support the planning of language trips and visits and all associated admin in advance eg transportation; calendar dates secured; letters to parents etc.
	3. Participate in subject meetings to discuss policy, practice and implementation of the French curriculum
	4. Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
	5. Write up reports of fixtures to be used in the Newsletter as well as other publications and notice boards to ensure French is prominent across the school.
	6. Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and levels of attainment
	7. Have knowledge and understanding of implementation of progression of all engage and motivate pupils, as well as how to inspire trust and confidence. 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.
	8. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
	9. Use relevant data to monitor progress, set targets, and plan subsequent lessons
	10. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
	11. Participate in arrangements for examinations and assessments within the remit of the *School Teachers’ Pay and Conditions* *Document*

3. Behaviour and Safety* 1. Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
	2. Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to inspire, motivate and challenge pupils
	3. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
	4. Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
	5. Have high expectations of behaviour, promoting self control and independence of all learners
	6. Carry out playground and other duties as directed and within the remit of the current *School Teachers’ Pay and Conditions* *Document*
	7. Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

4. Team working and collaboration* 1. Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
	2. Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
	3. Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
	4. Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
	5. Understand the need to take responsibility of their own professional development and to keep up to date with research and developments in pedagogy and in the subjects taught.
	6. Participate in the appraisal system for their own performance.
	7. Participate in INSET and Set a good example to the pupils through presentation and personal conduct.
	8. Cover for absent colleagues within the remit of the current *School Teachers’ Pay and Conditions* document

5. Fulfil wider professional responsibilities Work collaboratively with others to develop effective professional relationships Communicate effectively with parents/carers with regard to pupils’ achievements and well-being using school systems/processes as appropriateCommunicate and co-operate with relevant external bodiesMake a positive contribution to the wider life and ethos of the school6. Administration* 1. Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers’ Pay and Conditions* *Document*

7. Professional development* 1. Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
	2. Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

**8. Other** * 1. To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
	2. Perform any reasonable duties as requested by the headteacher

NoteThis job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. |