



Teacher/Class Manager on the Main Scale – Model Responsibilities

The Class Teacher is responsible to:

- The Phase Leader
- The Leadership Team
- The Deputy Head
- The Headteacher

The Class Manager is responsible for:

- Actively promoting the aims of the school through good practice and a constant professional attitude
- Contributing to the formation and implementation of the Raising Attainment Plan
- Being an active and supportive member of the school staff through maintaining and contributing to the development of the philosophy of the school, setting and maintaining high expectations of standards of work
- Maintaining good order and discipline among pupils throughout the school, and modelling behaviour that encourages a sense of responsibility and consideration for others
- Continuing personal professional development
- Communication and consulting with the parents/carers of pupils
- Developing and maintaining good relationships, interaction and co-operating within school and between school and home
- Participating in a positive way to the decision making processes within the school
- Participating in performance management
- Ensuring that any issues causing concern/requiring debate appear as items on team/management agendas
- To comply with all aspects of Safeguarding and to become familiar with the School's Safeguarding Policy
- To become familiar with the Health & Safety Statement, Policy and Responsibility leaflet and act upon all recommendations concerning Health & Safety at work
- To be aware of and comply with policies and procedures relating to health and safety and security, reporting all concerns to the appropriate person.

Teaching

1. Preparation, planning, schemes of work
2. Subject expertise
3. Knowledge of statutory curricular requirements:
 - (a) National Curriculum programmes of study

- (b) Level Descriptions
- (c) End of key stage descriptions
- 4. Keeping up-to-date with subject developments
- 5. Environment - displays
- 6. Implementation of SEN Code of Practice, individual education plans (IEPs) etc.
- 7. Preparation of pupils for citizenship
- 8. Classroom management and organisation
- 9. Range of teaching styles or competences, response to varying learning styles
- 10. Use of information technology
- 11. Communication and presentation skills
- 12. Evaluation, review and monitoring
- 13. Differentiation
- 14. Marking assessment, recording and reporting
- 15. Homework
- 16. Contribution to moral and spiritual development
- 17. Health and Safety

Relationships

- 1. Pupils
 - a High expectations
 - b Motivation
 - c Discipline
 - d Atmosphere conducive to learning
 - e Rapport
 - f Rewards and sanctions
 - g Equal opportunities

Teaching staff/others

- a ability as a team member
- b contribution to meetings and school policy
- c graduate teachers and newly qualified teachers
- d rapport with senior staff and other colleagues
- e parents
- f staff
- g external agencies
- h governing bodies
- i learning support assistants

Pastoral

- 1. register, record keeping
- 2. team member
- 3. commitment
- 4. support for school ethos and guiding principles
- 5. liaison with parents/carers
- 6. interest and concern for welfare of pupils

7. monitoring of pupils' progress, attendance, punctuality, homework

Administrative

Other

1. Punctuality
2. Resilience and stress tolerance
3. Appearance
4. Extra-curricular activities
5. Parent-teacher association and social functions
6. Duties – statutory and voluntary