



Queen Elizabeth School

## Job Description

Date last reviewed – January 2026

<b>Position:</b>	Class Teacher
<b>Salary:</b>	Teachers Main Scale or UPS depending on experience

### General Details:

The details of your general duties are set out in this job description but actual duties will vary in accordance with the age and needs of the pupils.

The days of work through the year are to be agreed with the Headteacher / Governing Body.

It is expected that you will adhere to professional standards and school policy and procedures at all times.

### Relationships:

- The post holder is directly responsible to the School Governing Body and Head Teacher.
- The post holder will directly line manage support staff.

### Main Purpose of the Role:

- The Governors are seeking to appoint a dedicated, committed and successful practitioner to fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards

This description is not exhaustive. It is intended to give a general outline of the current duties and responsibilities and will be reviewed periodically with your line manager.

### Core Requirements of the Post

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in pupils and colleagues
- Build team commitment with colleagues and in the classroom
- Engage and motivate pupils
- Demonstrate analytical thinking
- Improve the quality of pupils' learning
- Contribute to the school improvement / development planning and promote the learning priorities of the school SDP
- Contribute to the development and / or implementation of school policies
- Use the performance management process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities
- 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
- Promote the wider aspirations and values of the school

## **Areas of Responsibility and Key Tasks**

### **Teaching**

- Plan and teach well-structured lessons to achieve progression, following the school's plans, curriculum and schemes of work
- Assess, monitor, record and report on the learning needs, progress and achievements of pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils by encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere and listen attentively.
- Ensure effective teaching and best use of available time
- Use a variety of teaching methods to:
- Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- Select appropriate learning resources and develop independence skills through library, I.C.T. and other sources;
- Ensure pupils acquire and consolidate knowledge, skills and understanding
- Positively target and support pupils individual learning needs
- Endeavour to give every pupil the opportunity to reach their potential and meet high expectations.
- Demonstrate good subject and curriculum knowledge

### **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's development plan, policies, practices and procedures, so as to support the school's vision and values
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes

### **Health, safety and discipline**

- Promote the safety and wellbeing of pupils
- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

### **Professional development**

- Evaluate own teaching critically to improve effectiveness, taking responsibility for professional learning
- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching, apply outcomes and identify impact, sharing outcomes with colleagues
- Maintain up to date knowledge of good practice in teaching techniques, maintain wider curriculum knowledge and incorporate national strategies in all teaching
- Take part in the appraisal and professional development of others, where appropriate
- Report on progress to all stakeholders including governors

### **Communication**

- Communicate effectively with pupils, parents and carers
- Prepare and present informative reports to parents
- Take part in liaison activities such as parent evenings, school events, review days and events with other schools.
- Add any other duties of particular relevance to school

### **Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues and set a good example through their presentation and personal and professional conduct.
- Add any other duties of particular relevance to school

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- Add any other duties of particular relevance to school

### **Management of staff and resources**

- Ensure the effective and efficient deployment of classroom support
- Direct and supervise support staff assigned to you, and where appropriate, other teachers
- Contribute to the professional development of other teachers and support staff
- Deploy delegated resources

### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

### **Other areas of responsibility**

- 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

### **Explanatory Notes:**

QEII School offers all staff Professional Development Reviews with an agreed line manager. The main aim of this is to identify areas of success and for professional development / individual training needs. These PDRs will be scheduled annually as a minimum requirement, but ideally there should be a termly meeting and regular informal discussion.

This job description and allocation of particular responsibilities may be reviewed and amended following consultation. Such a review will take place as part of the Professional Development Review cycle and at any other time on request.

Queen Elizabeth School is located on two sites in Horsham, was in Comptons Lane and one in Hurst Road, staff may be asked to work at different sites, this would be agreed in advance.

**Agreed Job Description:**

Signed:

Date:

Signed:

*Headteacher*

Date:

Signed:

*Agreed Reviewer on appointment*

Date:

\*Agreed Reviewer may be changed at a later date

PERSON SPECIFICATION		
ATTAINMENTS AND EXPERIENCE		
	Essential	Desirable
Qualified Teacher Status / GTC Registered	✓	
Clear commitment to professional development and evidence of relevant and recent in service training	✓	
Appropriate experience of the age range		✓
Appropriate experience of the full spectrum of Special Educational Needs		✓
SHAPING THE FUTURE		
Knowledge of or commitment and ability to:		
Understand and discuss local, national and global trends		✓
Think strategically, by building, communicating and implementing a shared vision of excellence, equity and high standards for every pupil	✓	
Communicate and model vision and values both within and beyond the school	✓	
Lead change, create and innovate so that others carry the vision forward	✓	
Set and achieve ambitious, challenging goals and targets	✓	
recognise the value and importance of new technologies, both to learning and teaching but also to effectively lead and manage the organisation	✓	
Understand and practise educational inclusion, so that all have the opportunity to be the best they can be	✓	
LEADING TEACHING AND LEARNING		
Knowledge of or commitment and ability to:		
Implement strategies for raising achievement and achieving excellence for pupils, staff and self	✓	
Lead the management of behaviour and attendance	✓	
Be strategic in ensuring inclusion, diversity and access	✓	
Implement strategies for developing effective teachers, to ensure the entitlement of all pupils and effective teaching and learning	✓	
Ensure choice and flexibility in learning to meet the personalised learning needs of every child	✓	
DEVELOPING SELF AND WORKING WITH OTHERS		
Knowledge of or commitment and ability to:		
Develop interpersonal relationships, adult learning and models of continuing professional development (CPD)	✓	
Promote individual and team development and sustain a learning community that impacts on school improvement	✓	
Share leadership and accountability for goals and standards	✓	
Manage change and conflict and empower individuals and teams	✓	
Collaborate and network with others within and beyond the school	✓	
Give and receive effective feedback and act to improve personal performance	✓	
Accept support from others including colleagues, governors and the LA	✓	
MANAGING THE ORGANISATION		
Knowledge of or commitment and ability to:		
Apply principles and practice of dispersed leadership & accountability	✓	
Apply principles and strategies of school improvement	✓	
Plan and manage projects for implementing change	✓	

Create policies, through informed decision-making, consultation and review	✓	
Apply good practice in performance management	✓	
Use new and emerging technologies to enhance organisational effectiveness		✓
Manage equitably staff and resources	✓	
Develop and sustain a safe, secure and healthy school environment by understanding personnel, governance, security and access issues	✓	
Think creatively to anticipate and solve problems	✓	
Manage the school efficiently and effectively on a day-to-day basis	✓	
Delegate management tasks and monitor their implementation	✓	
<b>SECURING ACCOUNTABILITY</b>		
<b>Knowledge of or commitment and ability to:</b>		
Abide by educational frameworks	✓	
Abide by public services policy and accountability frameworks, including self- evaluation and multi-agency working	✓	
Use a range of evidence, including performance data and external evaluations to improve aspects of school life, including challenging poor performance	✓	
Apply principles and practice of quality assurance systems, including school review, self-evaluation, performance management and stakeholder and community involvement.	✓	
Lead the team effectively and efficiently towards the academic, spiritual, moral, social, emotional and cultural development of all pupils	✓	
Hold other relevant staff members to account for pupil learning outcomes	✓	
<b>STRENGTHENING COMMUNITY</b>		
<b>Knowledge of or commitment and ability to:</b>		
Demonstrate political insight and anticipate trends that impact on the school community	✓	
Utilise rich and diverse resources within local communities – e.g. home, human, physical, business, other schools, other agencies	✓	
Utilise the wider curriculum beyond school and the opportunities it provides for pupils and the school community	✓	
<b>SAFEGUARDING CHILDREN: SAFE RECRUITMENT AND SELECTION</b>		
In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including: <ul style="list-style-type: none"> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.</li> </ul>	✓	
<b>PERSONAL QUALITIES</b>		
Commitment	✓	
Enthusiasm	✓	
Optimism	✓	
Creativity	✓	
Good organisational skills	✓	
Approachable and supportive	✓	