

Job Description

Primary Class Teachers



This generic job description covers all class teachers across the Primary School and has been linked to the [BSM Teacher Standards](#) document.

Effective Date:	2026/27 (Revised annually)
Line Leader:	Year Leader
Supervisory Responsibility:	Class teachers are responsible for mentoring and supervising the work of teaching/inclusion assistants on a day to day basis.

BSM commitment to supporting work-life balance

We create an annual calendar that helps in managing teachers' schedules effectively by showing all of the directed time meetings and duties in advance. This calendar outlines when teachers are expected to be available for various duties, lessons and meetings, helping to balance professional responsibilities with personal time.

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What is directed time?

Teachers could be directed to work up to a maximum of 1,265 hours per year, which includes teaching, planning, meetings, and other professional duties. This limit is designed to prevent excessive workload and ensure that teachers have manageable hours. Overall, directed time serves as a framework intended to protect teachers from excessive workloads while promoting a balanced approach to their professional duties.

For part-time teachers, directed hours are calculated proportionally based on their contracted hours.

Professional Responsibilities

While the directed time sets a suggested limit on hours that can be mandated, it does not restrict the total number of hours teachers may work. Teachers may find themselves working beyond the 1,265 hours for lesson planning, grading, and other necessary tasks needed to be completed as part of their wider professional responsibilities linked to the [BSM Teacher Standards](#).

Directed Time will include, but is not limited to the following;

	EYFS	Y1/2	Y3/4/5/6
Teaching Load *	Approximately 80% of timetable	Approximately 80%	Approximately 80%
School Day (Staff hours) *	7:15am - 2:15pm	7:15am - 2:15pm	7:15am - 2:15pm
Teaching Day (student hours)	FS1 7:30am - 12:30pm FS2 7:30am - 1:30pm	7:30am - 1:30pm	7:30am - 2:00pm



ECA allocation *	20 hours per year minimum
Meetings *	As per the calendar and year group timetables
Parent Meetings *	As per the calendar and as needed for transition and support
INSET	7 days

***Subject to change and adaptation**

Main Purpose of the Job

- To ensure that the school delivers the School Vision in relation to providing the highest standard of teaching and learning in line with High Performance Learning.
- Be responsible for the learning and achievement of all students in the class/es ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards of work and conduct.
- Work collaboratively with members of your team to ensure consistency of practice in line with school policy and procedures.
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of students.
- Act in accordance with the professional duties and responsibilities outlined in the contract, staff handbook, job description and teachers standards.
- Take a shared responsibility for promoting and safeguarding the welfare of all students.
- Contribute to on-going school improvement through active participation in staff and team meetings.

Duties and Responsibilities

Behaviour, Safeguarding and Safety

- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with BSM's Promoting Positive Relationships and Behaviour Policy.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to inspire, motivate and challenge students.
- Build positive relationships with students, responding sensitively when dealing with children, ensuring any concerns are dealt with according to school policy.
- Maintain professional boundaries and do not display any behaviour that may be misinterpreted by others at all times.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviours, which are expected of students.
- Actively promote the Learning Ethos and the 'Be Safe, Be Ready and Be Respectful' expectations within classes as part of the behaviour policy within Primary.
- Have high expectations of behaviour, promoting self-control and independence of all learners.

- Carry out supervision duties as directed by the Head of Primary. e.g. playground, end of the day and red break.
- Be responsible for safeguarding the welfare of students, raising any concerns following school policy.
- Promote the student impact team and encourage student voice; celebrate student achievement both in and out of school.
- Register and monitor student attendance/lates on a daily basis, liaising with the Year Leader or Deputy Head of Primary when student attendance/lates is below the expected norm.
- Supervise learners, before, during or after school sessions as appropriate.
- To regularly review and action outcomes from the DEIJB whole school development plan as appropriate to the department and context, supporting colleagues in achieving these goals.
- Be mindful of creating an inclusive environment for all our students.

Teaching

- Promote opportunities within the curriculum for creativity, consolidation and extension of knowledge and understanding, through thematic days, supporting school trips or residential trips, where appropriate.
- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
- Be aware of students' capabilities, their prior knowledge and differentiate appropriately to build on these, demonstrating knowledge and understanding of how students learn.
- Have a clear understanding of the needs of all students, including those with special educational needs, more able, EAL (LfL), disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them. Where appropriate refer to the relevant specialists concerning supporting the needs of students in your class i.e. SEND, Pastoral, Counselling.
- Work alongside SEND and Pastoral specialists to meet the academic needs of your students.
- Demonstrate an understanding of, and take responsibility for, promoting high standards of all subjects including the correct use of spoken English .
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics, following agreed school policy.
- Use an appropriate range of strategies as a basis for setting goals and learning objectives that stretch and challenge students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback, reflect on progress, and to take a responsible and conscientious attitude to their own work and study.
- Create stimulating and attractive learning environments, within classrooms and shared learning spaces, changing displays on a regular basis in order to celebrate learning and achievements as well as support our DEIJB (ethos) of belonging by ensuring that it is diverse and inclusive.
- Set homework, as appropriate, in line with age appropriate expectations.
- Participate in arrangements for assessments, parent consultation meetings and reporting to parents in accordance with school policy.
- Create and maintain high quality conditions which ensure children's wellbeing and engagement is paramount.
- (EYFS) Support the development of the Prime Areas and Characteristics of Effective Learning, including personal, social and emotional development, attitudes to learning, physical coordination, speech and language communication.

- (EYFS) Be aware of the practice and guidelines in the EYFS Policy and uphold these.
- (EYFS) Share next milestones at Focus Child Meeting and ensure awareness of the parents questions about their child's learning and feedback during these meetings.
- (EYFS) Create a child centred, interactive and safe learning environment, create live working walls which are updated regularly to celebrate the curiosities, learning and achievement of students.

Assessment and reporting

- Use an appropriate range of observations, assessment, monitoring and recording strategies as a basis for setting goals and learning objectives that stretch and challenge students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainments
- Be accountable for the attainment progress and outcomes of students you teach.
- Ensure that the approach to assessment follows agreed school policy and that regular observations inform planning and enable the monitoring and improvement of each pupil's performance.
- Use relevant data to monitor progress, set targets, and inform future focuses.
- Use ongoing assessments to inform planning.
- Input teacher assessment in Learning Ladders regularly and use data during student progress meetings to discuss individual's needs.
- Demonstrate consistent and effective monitoring of students' class and homework providing clear and constructive oral and written feedback, setting targets for students' progress.
- Ensure students receive timely feedback which is clear and supports development and progress within the topic area. Feedback may take the form of verbal or written feedback as appropriate to the context of what has been assessed.
- Track and monitor individual students and make appropriate interventions to tackle underachievement of students' work.
- Prepare and present informative reports to parents, both verbally (at parents' meetings) and in writing (in line with school policy and practice).

Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relates to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Line manage and monitor the performance of teaching assistants, where necessary, providing support to continually improve standards of teaching and learning.

Professional Development

- 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 the Learning Talk Process..
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and wellbeing.
- Reflect and improve on your practice by responding to advice and feedback from colleagues and using materials provided i.e. Learning Walk criteria.

- Proactively participate in Learning Talk, engage in coaching sessions and maintain evidence against personalised learning goals.
- Be proactive in maintaining an understanding of current thinking, initiatives and developments in Primary education leading to best practice.
- Set a good example for our students in your presentation and your personal conduct.

Fulfil Wider Professional Responsibilities

- Work collaboratively with others to develop effective professional relationships.
- Uphold the 'Code of Professional Conduct', demonstrating integrity and confidentiality at all times when managing school matters.
- Deploy support staff effectively as appropriate.
- Communicate effectively with parents/carers with regard to students' achievements and well-being using school systems/processes as appropriate.
- Communicate and cooperate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school, contributing to newsletters, the school website, Google Suite, productions, community events, etc.
- Organise and lead an Extra Curricular Activity for 20 hours each academic year.
- Involve parents in their children's learning and development so that they have a positive impact on their children's progress and achievements.
- 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.
- Participate in and carry out any administrative and organisational tasks which may be reasonably expected and ensure smooth and effective running of a class e.g. collect reply slips, money, organise classroom routines etc.

Other

- Perform any reasonable duties as requested by the Head Teacher.

Note

This job description reflects the present requirements of the post. As duties and responsibilities change and develop, the job description will be reviewed and be subject to amendment in consultation with the post holder.

BSM is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Appointments are subject to satisfactory references and DBS/Police Safeguarding clearance