**Crompton House Church of England Multi Academy Trust**

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| **JOB DESCRIPTION** | | | |
| **Post Title:** | Classroom Manager | | |
| **Location** | Crompton House Church of England School | | |
| **Grade:** | Grade 4 (SCP 12 - 17) | **Hours:** | 33.75 hours per week, Term time plus 3 days |

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| **PURPOSE OF POST** | To work under the guidance of teaching staff and within an agreed system of supervision, to implement work programmes with individuals/groups in or out of the classroom, including the supervision of whole classes for set periods in accordance with school policy. |

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| **KEY TASKS:** |
| 1. Supervise pupils whilst they undertake work previously set by teaching staff in accordance with school policy. 2. Supervise pupils out of lesson times, including break-times, before and after school and during school trips. 3. Prepare the learning environment before lessons including the distribution of learning materials etc, undertaking administrative support, e.g., photocopying, filing as necessary. Ensure that the classroom is left in good order at the end of a lesson. 4. Manage the behaviour of pupils during the lesson according to the School’s behaviour management policy, and to ensure a constructive learning environment. Report back to appropriate staff on the behaviour of pupils during the lesson and any other issues that may arise. In accordance with school policies, deal with any immediate problems or emergencies. 5. Respond to questions from pupils with regard to the set work where appropriate. 6. Collect completed work after the lesson and return to the appropriate teacher. 7. Record and report attendance at lessons in accordance with school policy and liaise with the Attendance Officer where necessary. 8. Deal with any immediate problems or emergencies according to the school’s policies and procedures 9. Work with the teaching and pastoral staff to identify, monitor and track pupils who require additional support, both in either specific subjects or requiring more general support across the curriculum and provide support for individual or small groups of pupils as required. 10. Support the assessment process by undertaking one to one reviews of pupils, monitoring and evaluating their development against pre-determined learning objectives, and providing objective and accurate feedback and reports as required on pupil achievement and progress, ensuring the availability of appropriate evidence. 11. Develop subject knowledge across the curriculum to ensure pupils are supported where possible. 12. Assist with exam invigilation under the supervision of the Examinations Officer. 13. Undertake routine marking of pupil’s work using an explicit mark scheme that does not require interpretation or professional judgement, for example, multiple choice tests. 14. Complete relevant paperwork and collate statistics as required. 15. Immediately report any concerns with regard to health & safety and child protection. 16. To support teachers in the classroom where appropriate. 17. To supervise in Reflection or Pupil Support Unit as directed |

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| **STANDARD DUTIES** |
| 1. To understand the importance of equality and diversity in the workplace and service delivery and promote equal opportunities for all, respecting the rights of other staff and students to be treated with dignity at work. 2. To uphold and promote the values and the faith ethos of the school. 3. To act as a role model and set high expectations of conduct and behaviour. This will include the promotion of positive values, attitudes and good student behaviour. 4. To implement and uphold the policies, procedures, and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying, and safeguarding/child protection, ensuring confidentiality as appropriate. 5. To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g., challenging a stranger on the premises. 6. To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school. 7. To attend and participate in relevant meetings as appropriate. 8. Work additional hours e.g. Open Evening or whole-school events for which time off in lieu will be given, or training days when additional hours will be paid. 9. To undertake any other additional duties commensurate with the grade of the post. |

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| **CONTACTS** | Pupils, staff, and visitors to the school |
| **RELATIONSHIP TO OTHER POSTS THE DEPARTMENT** | **Responsible to:** Deputy Headteacher  **Responsible for:** Not Applicable |
| **ADDITIONAL NOTES** | An enhanced Disclosure and Barring Service (DBS) check will be requested on successful application to a position in the Trust or Academy. |
| **REVIEW ARRANGEMENTS** | The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required, and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the Trust will expect to revise this job description from time to time and will consult with the postholder at the appropriate time. |

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

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|  | **DATE** | **NAME** | **POST TITLE** |
| **Prepared** | October 2025 | **LCL** | Business Manager |
| Reviewed | October 2025 | DSK | Deputy Headteacher |
| Reviewed | October 2025 | SHE | Head of School |
| Reviewed | October 2025 | RSW | HR & Governance Manager |

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| **Person Specification** | | | |
| **Selection criteria** | **Essential** | **Desirable** | **How**  **Assessed** |
| **Education & Qualifications** | | | |
| 5 GCSEs at Grade C/4 or above, including Maths and English or equivalent | ✓ |  | **A/D** |
| Relevant Further Education Qualifications relating to working with children |  | ✓ | **A/D** |
| A Level or equivalent standard qualifications. |  | ✓ | **A/D** |
| Graduate status or evidence of higher education. |  | ✓ | **A/D** |
| **Experience** | | | |
| Experience of working with and supervising children/young people within an educational setting |  | ✓ | A/I |
| Experience of interacting with and working with children and/or young people | ✓ |  | A/I |
| Experience of engaging with groups of people and public speaking | ✓ |  | A/I |
| Experience of effectively using ICT and other technology such as video recorders and resolving straightforward problems in their operation | ✓ |  | I/R |
| **Skills & Abilities** | | | |
| Interpersonal skills to build and maintain effective relationships with pupils and colleagues | ✓ |  | A/I/R |
| Communication skills to motivate and impart information to pupils considering their individual learning styles and their cognitive ability | ✓ |  | A/I |
| Creative skills to adapt learning activities relating to the National Curriculum and other learning objectives | ✓ |  | A/I |
| Organisational skills to work under pressure to prepare for activities using own initiative to meet potentially conflicting deadlines | ✓ |  | A/I |
| Team-work skills to work collaborative with colleagues, understanding classroom roles and responsibilities and your own position within these | ✓ |  | A/I |
| To promote a positive ethos and a good role model | ✓ |  | A/I |
| **Knowledge** | | | |
| Knowledge of a Community language, e.g., British Sign Language, Urdu or Polish |  | ✓ | A/I |
| Understanding of the National Curriculum at relevant to the key stages taught at the School | ✓ |  | A/I |
| Knowledge and understanding of the barriers to learning faced by children and young people | ✓ |  | A/I |
| Understanding of the principles of child development and learning processes | ✓ |  | A/I |
| Understanding of equal opportunities and inclusion and how is applies in a school setting | ✓ |  | A/I |
| Understanding of how safeguarding and confidentiality are important when working with children and young people | ✓ |  | A/I |
| **Work Circumstances** | | | |
| Able to work flexibly according to the needs of the school | ✓ |  | I |

Key: I = Interview R = References A = Application D = Documentation T = Test