



## Job Description

Job title:	<b>TEACHER</b>
Grade:	<b>Main Pay Scale range 1-6 in line with the current School Teachers' Pay and Conditions document</b>
Responsible to:	<b>The Headteacher, members of the Senior Leadership Team and the Governing Body</b>
Supervisory responsibility:	<b>The postholder may be responsible for the deployment and supervision of the work of Teaching Assistants relevant to their responsibilities</b>

### General Description of the Post:

The postholder is expected to carry out the professional duties of a Teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

- The postholder is required to fully support the vision, ethos and policies of the school.
- The postholder is expected to meet all the Professional Standards for Teachers.

### Job Purpose:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils 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 pupils
- 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)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

### Duties and Responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current [School Teachers Pay and Conditions Document](#). Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher [standards](#) as part of the appraisal process as relevant to their role in the school.

### Teaching

- Deliver the whole curriculum as relevant to the age and ability group/subject/s that you teach
- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential. Establish fair, respectful, trusting, supportive and constructive relationships with them

- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- 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
- Set tasks which challenge pupils and ensure high levels of interest
- Use a variety of teaching methods to:
  - a) match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - b) use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - c) select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Evaluate own teaching critically to improve effectiveness
- Collect, analyse and report on pupils' views of their subject area
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Teaches challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
  - a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
  - b) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- 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
- Make accurate and productive use of assessment to secure pupils' progress
- 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
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

### **Behaviour and Safety**

- 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
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the School.

### **Team working and collaboration**

- 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
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- 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
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Participate and organise educational visits and school journeys
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

**Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

**Professional development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- 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
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

**Other**

- 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
- Assist in the smooth running of the school at all times
- Perform any reasonable duties as requested by the Headteacher

**Role review**

This job description is not the contract of employment, or any part of it. It sets out the main duties of the post at the time of drafting and cannot be read as an exhaustive list. 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 with the post holder subject to the Headteacher's approval. This document must not be altered once it has been signed but will be reviewed annually as part of the post holder's performance review.

**Signature of post holder**..... **Date** .....

**Signature of Headteacher** ..... **Date** .....

**Person Specification: Teacher MPS**

Evidence will be gathered from letter of application, references, interview and tasks.

Attributes	Requirements	
	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Evidence of recent professional development impacting on quality of teaching and pupil outcomes</li> <li>• Experience of implementing National Curriculum 2014</li> </ul>	
<b>Experience and Skills</b>	<ul style="list-style-type: none"> <li>• Teaching experience with the age range and/or subject(s) applying for.</li> <li>• A working knowledge of strategies and techniques for raising pupil attainment generally including different groups of pupils notably SEN, EAL and Ever6.</li> <li>• Experience of a range of summative and formative assessment procedures</li> <li>• Understanding and commitment to pupils with special educational needs and disabilities being integrated in the classroom</li> <li>• Experience and understanding of organising, promoting and evaluating the curriculum across a range of learning areas within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching in Foundation Stage, KS1 and/or KS2</li> <li>• Experience as an outstanding teacher</li> <li>• Evidence of high level of expertise in teaching and learning</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Active involvement in recent and relevant CPD which has impacted pupil outcomes</li> <li>• Create a stimulating and safe learning environment.</li> <li>• Establish and maintain a purposeful working atmosphere.</li> <li>• Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies.</li> <li>• Assess and record the progress of pupils' learning to inform next steps and monitor progress.</li> <li>• Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the</li> </ul>	<ul style="list-style-type: none"> <li>• Clear set of values to create a positive learning ethos</li> </ul>

	<p>diverse cultural and equality issues in the classroom.</p> <ul style="list-style-type: none"> <li>• Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.</li> <li>• Encourage children in developing self-esteem and respect for others.</li> <li>• Deploy a wide range of effective behaviour management strategies, successfully.</li> <li>• Communicate to a range of audiences (verbal, written, using ICT as appropriate).</li> <li>• Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.</li> </ul>	
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Active involvement in recent and relevant CPD which has impacted pupil outcomes</li> </ul>	
<b>Working with people</b>	<ul style="list-style-type: none"> <li>• Strong interpersonal skills:</li> <li>• Able to establish positive relationships with parents, carers and governors</li> <li>• Experience of working with other agencies of organisations</li> </ul>	
<b>Key skills, qualities and attributes</b>	<ul style="list-style-type: none"> <li>• High expectations and a commitment to raising standards of attainment for all pupils</li> <li>• Commitment to equal opportunities and equal value for students and colleagues</li> <li>• Examples of professional resilience, and positivity</li> <li>• Able to embrace change and help others to manage the change process</li> <li>• Good organisational and personal management skills</li> <li>• Able to work effectively as part of teams at all levels</li> <li>• Commitment to safeguarding procedures</li> <li>• Able to work independently and proactively</li> </ul>	