

Job Description



Main Pay Range

The appointment of a Teacher is subject to QTS status and the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STCPD) and other current legislation.

This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the appraisal process.

This job description includes references to:

- The School Development Plan
- Professional Standards for Teachers
- Teacher Appraisal
- Ofsted's School Inspection Framework

Part 1: Recruitment

This section sets out the core requirements of the post and will be used to recruit to the post.

General description of the post

The holder of this post 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 post-holder is required to fully support the vision, ethos and policies of the school.

Values and behaviour

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

School Improvement Plan Priorities

Raise attainment and increase the proportion of children attaining a Good Level of Development in Reception and meeting the national expectations in KS1 and KS2 particularly in Grammar, Punctuation, Spelling and Reading.

Increase the effectiveness with which all leaders drive and embed improvements.

Improve the quality of teaching so that it is consistently good and outstanding.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:
 - democracy, the rule of law, individual liberty and mutual respect, and
 - tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Responsibilities

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

Duties

- Making a distinctive contribution to raising standards across the school.
- Supporting and helping colleagues to improve effectiveness.
- Setting clear and challenging targets that build on prior attainment for each pupil.

- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Devising and implementing targeted interventions that enable students to reach and exceed their targets.
- Acting as a role model for staff for high quality teaching and learning.
- Using own class and practice as an example of outstanding teaching and learning.
- Ensuring continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan.
- Developing plans that identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the School Improvement Plan.
- Helping colleagues to create a stimulating learning environment for teaching and learning.
- Ensuring that teachers are aware of the implications of equality of opportunity.
- Providing regular coaching and mentoring for less experienced teachers.
- Promoting team commitment with colleagues through collaborative planning.
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Ensuring that the Headteacher, SLT and governors are well informed about policies, plans, priorities and targets that these are properly incorporated into the School Improvement Plan.
- Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.
- Securing and maintaining good working relationships with colleagues.
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the School.
- Collecting, analysing and reporting on pupils' views of their subject area.
- Developing effective links with the local community including parents, business and industry.

Part 2: Assessment of Performance

This section relates directly to the relevant teacher standards and sets out the expectations by which a teacher's performance will be assessed through the appraisal process. Use sections 1 and 2 for the pupil progress objective and sections 3 and 4 for the quality of teaching objective.

1. Pupil Achievement and Standards

Standards

Promotes good progress and outcomes by pupils

- Is accountable for pupils' attainment, progress and outcomes.
- Plans teaching to build on pupils' capabilities and prior knowledge.
- Guides pupils to reflect on the progress they have made and their emerging needs.
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourages pupils to take a responsible and conscientious attitude to their own work and study. (2)

Adapts teaching to respond to the strengths and needs of all pupils

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. (5)

Makes accurate and productive use of assessment

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
- Gives pupils regular feedback, both orally and through accurate marking, and

encourage pupils to respond to the feedback. (6)

Performance Expectations

- Works with other colleagues to calculate key outcomes and progress measures for all classes taught.
- Uses estimate data and information from previous teachers to plan lessons and ensure teaching meets the needs of each student.
- Assists pupils in tracking their own progress and supporting pupils in seeking help to ensure progress.
- Uses performance data to analyse progress and identify under achievement of students.
- Plans effectively for differentiation within the lesson structure and applies appropriate teaching strategies to meet the needs of individual students.
- Makes accurate and meaningful assessments, tracks and reports progress.
- Keeps up to date, accurate and thorough records of assessment of pupils' work, and uses this assessment to inform planning and teaching strategies.

2. Behaviour and safety of pupils

Standards

Sets high expectations which inspire, motivate and challenge pupils

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils. (1)

Manages behaviour effectively to ensure a good and safe learning environment

- Has clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Has high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary. (7)

Performance Expectations

- Consistently greets students on entry to lessons.
- Ensures the classroom has stimulating displays that are updated and relevant to the subject.
- Establishes ground rules based on clear expectations of mutual respect.
- Ensures that expectations are appropriately challenging for all groups and abilities.
- Is a positive role model in terms of professional attitude, enthusiasm, conduct and appearance. To lead by example in terms of their commitment to learning.
- Ensures good behaviour and co-operation using seating plans, a code of conduct and ensuring a mutually respectful learning environment.
- Participates in team duties to ensure good behaviour around the school.
- Develops a range of skills to ensure that students behave at their best at all times.
- Maintains an appropriate teacher/student partnership relationship.
- Presents an appropriate authority around school which gains respect and trust from the students.
- Acts clearly and decisively when sanctions need to be applied.

3. The Quality of Provision

Standards

Demonstrates good subject and curriculum knowledge

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies. (3)

Plans and teaches well structured lessons

- Imparts knowledge and develop understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s). (4)

Performance Expectations

- Ensures that subject knowledge is thorough and is promoted in classes to engage the interests of students taught.
- Delivers well-planned and structured lessons.
- Ensures that all pupils develop their skills as learners.
- Regularly sets homework in line with school policy. Marks homework and provides feedback to students.
- Develops other activities that extend pupils' learning outside the classroom and their wider interests in the subject.
- Regularly reviews the success of lessons and provides formal lesson plans and evaluation of these plans as part of the departments QA processes.

4. Leadership and Management

Standards

Fulfil wider professional responsibilities

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploys support staff effectively.
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to pupils' achievements and well-being. (8)

Performance Expectations

- Takes part in open evenings and other promotional events and offers support to extra-curricular activities.
- Works with other colleagues in school participating in coaching and mentoring.
- Works in partnership with support staff.
- Ensures their own development is a key priority.
- Makes full use of the school appraisal and CPD programme and opportunities that arise.
- Makes clear, accurate, courteous and well-informed communication with parents at both formal events and through informal contact throughout the year.

HEADTEACHER		TEACHER	
	DATE		DATE

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Personal Specification – Class Teacher Main Pay Scale

		Essential (E) or Desirable (D)	How assessed (Application / Interview)
Qualification:	<ul style="list-style-type: none"> • Qualified Teacher Status. • ICT confidence and competent. • Evidence of further professional development. 	E E E	A I A
Experience:	<ul style="list-style-type: none"> • Experience of teaching in KS2. • Experience of working in a faith school or other establishment. • Evidence of exceptional practice recognised by external and internal sources. 	E D D	A A I
Faith Commitment:	<ul style="list-style-type: none"> • Sympathy with and a willingness to support the Christian ethos of the school. 	E	A
Personal Knowledge and Understanding:	<ul style="list-style-type: none"> • Excellent understanding of the National Curriculum • Knowledge of best practice and procedures for safeguarding children and young people • An understanding of how to use assessment to inform planning for good teaching and learning • Effective teaching and learning styles which meet the needs of children with various abilities • Experience of leading a curricular area and having a positive impact on raising standards. 	E E E E D	I I A A A
Professional Qualities:	<ul style="list-style-type: none"> • Establish and develop close, professional relationships with parents, governors and the local community • Promote good standards of pupil behaviour, using a range of effective strategies • take an active role in Continuing Professional Development alongside colleagues • Involvement and commitment to all aspects of school life. 	E E E E	A I A A
Skills and Attitudes:	<ul style="list-style-type: none"> • Ability to plan effectively • Good communication skills • Ability to work under pressure • Good written and oral literacy skills • Reflective practitioner • Create a happy, challenging and purposeful learning environment 	E E E E E E	I I I A I I
Personal Qualities:	<ul style="list-style-type: none"> • Enthusiastic and positive • Resilient • Team player • Sense of humour 	E E E E	I I A I