

**CALDECOTT PRIMARY SCHOOL
JOB DESCRIPTION**

Happy Learners, Aiming High

***Caldecott Primary School is committed to safeguarding
and promoting the welfare of children.***

Job Title: Upper Pay Scale Teacher
School: Caldecott Primary School
Responsible to: Headteacher

Introduction

This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher; and the Headteacher, or other Senior Manager if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually and any changes will be subject to consultation. The school's Grievance Procedure will be used to resolve any dispute arising out of the job description. Other relevant policies may be the County Council's Stress at Work Policy and the Dignity at Work Policy.

General Duties

You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation. Specifically:

Teaching and Curriculum Responsibilities

- 1. The teaching of pupils in a Key Stage 1 or 2 class.***
- 2. Responsibility for pupil progress in a curriculum area and the review, development and management of the subject***

Professional Attributes

You should:

Relationships with children and young people

Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Hold positive values and attitudes and adopt high standards of behaviour in your professional role.

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Frameworks

Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which you work, and contribute to the development, implementation and evaluation of the policies and practice of your workplace, including those designed to promote equality of opportunity.

Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Communicating and working with others

- (a) Communicate effectively with children, young people and colleagues.
- (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- (d) 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.
- (e) Have a commitment to collaboration and co-operative working where appropriate.

Personal Professional Development

Evaluate your performance and be committed to improving your practice through appropriate professional development.

Have a creative and constructively critical approach towards innovation; being prepared to adapt your practice where benefits and improvements are identified.

Act upon advice and feedback and be open to coaching and mentoring.

Professional knowledge and understanding

You should:

Teaching and Learning

Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalize learning and provide opportunities for all learners to achieve their potential.

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Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalize learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

Know a range of approaches to assessment, including the importance of formative assessment.

Know how to use local and national statistical information to evaluate the effectiveness of your teaching, to monitor the progress of those you teach and to raise levels of attainment.

Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for developments.

Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range you teach.

Subjects and Curriculum

Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Achievement and diversity

Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Know how to make effective personalized provision for those you teach, including those for whom English is an additional language or who have special educational needs of disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.

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Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health & Well-being

Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

Know the local arrangements concerning the safeguarding of children and young people.

Know how to identify potential child abuse or neglect and follow safeguarding procedures.

Know how to identify and support children and young people whose progress, development or well-being is affected by changes of difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Professional Skills

You should:

Planning

Plan for progression across the age and ability range you teach, designing effective learning sequences within lessons informed by secure subject/curriculum knowledge.

Design opportunities for learners to develop their ICT and thinking and learning skills appropriate within your phase and context.

Plan, set and assess homework, other out-of-class assignments, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

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Teaching

Teach challenging, well-organised lessons and sequences of lessons across the age and ability range you teach in which you:

- (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) Build on the prior knowledge and attainment of those you teach in order that learners meet learning objectives and make sustained progress
- (c) Develop concepts and processes which enable learners to apply new knowledge, understanding and skills
- (d) Adapt your language to suit the learners you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- (e) Manage the learning of individuals, groups and whole classes effectively, modifying your teaching appropriately to suit the stage of the lesson and the needs of the learners.
- (f) Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Assessing, monitoring and giving feedback

Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

Use assessment as part of your teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning

Review the effectiveness of your teaching and its impact on learners' progress, attainment and well-being, refining your approaches where necessary.

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Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning Environment

- (a) 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.
- (b) Make use of the local arrangements concerning the safeguarding of children and young people.
- (c) Identify and use opportunities to personalize and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- (d) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- (e) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- (f) Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- (g) Cooperate with health and safety requirements.
- (h) Report all defects on the maintenance forms and return them to the office.
- (i) Complete the action risk assessments for all potentially hazardous on/off site activities.
- (j) Inform employer of any "Near-Misses".
- (k) Be familiar with the emergency action plans for fire, first aid, bomb security and off site issues.
- (l) Raise health and safety issues with pupils.

Team Working and Collaboration

Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate 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.

Promote collaboration and work effectively as a team member.

Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Signed:

Date:

Upper Pay Scale teacher