

Teacher Job Description

Position: Teacher

Responsible to: Principal

Job Summary

All 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 reflective and self-critical; forge positive professional relationships; and work with parents/carers in the best interests of their pupils.

Upper Pay Scale teachers are highly competent in all elements of the Teachers' Standards and their achievements and contribution are substantial and sustained.

Primary Duties and Responsibilities

Main Pay Scale (MPS)	Upper Pay Scale (in addition to MPS)
Sets high expectations which inspire, motivate and challenge pupils	
<ul style="list-style-type: none"> Establish a safe and stimulating environment for pupils, rooted in mutual respect Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<ul style="list-style-type: none"> Positively impact and influence colleagues in the setting and delivery of high expectations. Provide supportive challenge to colleagues to create appropriate and stretching pupil goals. Exemplify to others strong pupil interactions and high behaviour expectations of all pupils.
Promote good progress and outcomes by pupils	
<ul style="list-style-type: none"> Be accountable for pupils' attainment, progress and outcomes Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these Guide pupils to reflect on the progress they have made and their emerging needs Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching Encourage pupils to take a responsible and conscientious attitude to their own work and study. 	<ul style="list-style-type: none"> Exceed pupil-based expectations. Support colleagues in the development and implementation of strategies that lead to good progress and outcomes.
Demonstrate good subject and curriculum knowledge	
<ul style="list-style-type: none"> Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of 	<ul style="list-style-type: none"> Achieve an excellent understanding of the curriculum and develop others in their knowledge. Contribute positively towards development of the Federation's curriculum and the associated high expectations for achievement of all students. Model high standards in developing literacy through the curriculum.

<p>standard English, whatever the teacher's specialist subject</p> <ul style="list-style-type: none"> • If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	
Plan and teach well-structured lessons	
<ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time • Promote a love of learning and children's intellectual curiosity • Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • Reflect systematically on the effectiveness of lessons and approaches to teaching. • Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). • Deliver lessons safely. 	<ul style="list-style-type: none"> • Teaching consistently good and frequently outstanding lessons. • Support colleagues to ensure teaching is prioritised and is the key driver for delivering the curriculum. • Support the leadership of learning building on own consistently good practice. • Where there are barriers to pupil progress pro-actively support colleagues with the design and delivery of appropriate strategies. • Support teachers' empowerment and facilitate to follow the CLF teaching framework. • Lead in creating a culture through which teachers enjoy teaching and thrive within the trust.
Adapt teaching to respond to the strengths and needs of all pupils	
<ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • Demonstrate 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 • Have 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. 	<ul style="list-style-type: none"> • Proactively support colleagues to understand their cohort and offer solutions to overcome barriers to learning. • Proactively identify higher attaining students and support the development of appropriate stretch and challenge. • Contribute within the wider team on how to successfully support students with varying needs to access the curriculum and achieve good progress.
Make accurate and productive use of assessment	
<ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements 	<ul style="list-style-type: none"> • Support colleagues in their understanding of how to use formative and summative assessment to achieve good progress.

<ul style="list-style-type: none"> • Make use of formative and summative assessment to secure pupils' progress • Use relevant data to monitor progress, set targets, and plan subsequent lessons • Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	<ul style="list-style-type: none"> • Take a pro-active and curious approach to review of pupil-based data to support colleagues in their interpretation of data and application of appropriate interventions and strategies to achieve good progress. • Lead on intelligent use of assessment.
<p>Manage behaviour effectively to ensure a good and safe learning environment</p>	
<ul style="list-style-type: none"> • Have 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 • Have high expectations of behaviour, 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 involve and motivate them • Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. • Escalate safeguarding concerns immediately to the Principal and/or Designated Safeguarding Lead. 	<ul style="list-style-type: none"> • Take a leading role in ensuring behaviour management systems are implemented consistently, so that effective learning can take place. • Support colleagues experiencing challenging pupil behaviour towards a successful solution.
<p>Fulfil wider professional responsibilities</p>	
<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Deploy support staff effectively • Take responsibility for improving own teaching through appropriate professional development (including attendance at off-site Federation wide CPD), responding to advice and feedback from colleagues • Communicate effectively with parents with regard to pupils' achievements and well-being. • Proactive and passionate about equality, diversity and inclusion. • Communicate effectively with people from a variety of backgrounds. • This role involves working with children on a daily basis and is therefore in regulated activity. 	<ul style="list-style-type: none"> • Support a culture of positivity and a solution focussed working environment.

Additional expectations – Teachers will:

- Be aware of and comply with CLF policies as set out in the CLF Employment Manual as well as individual academy policies and procedures.
- Be committed to safeguarding and promoting the welfare of children and young people.
- Ensure that the equal opportunities policy is adhered to and promoted in all aspects of the post holder's work.
- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.
- Demonstrate professionalism towards sensitive and confidential information and adhere to data protection legislation.
- Comply with and promote Health and Safety policies and procedures and to undertake recommended Health and Safety training as and when necessary.
- Comply with financial regulations and ensure effective management and appropriate use of CLF resources to achieve value for money
- Commit to professional self-development, such as through participation in inset training and professional services network as necessary for the successful carrying out of the job.
- Undertake such other duties as are commensurate with the grade of the post.
- Secondary teachers will be primarily deployed to teach their specialist subject area, however may on occasions be required to teach outside of the specialism.

NB: This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive list of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation.

Signed:

Name:

Date:

Teacher Person Specification

Attributes	Essential Criteria	Desirable Criteria
Qualifications / Knowledge	<ul style="list-style-type: none"> • GCSEs Grade C+ (Grade 4) including English, Mathematics and Science • A Level Grade C+ within relevant subject(s) • Relevant Degree • Qualified Teacher Status (QTS) (or QTLS) • Excellent subject knowledge 	<ul style="list-style-type: none"> • Postgraduate or Professional Graduate Certificate in Education (PGCE)
Skills	<ul style="list-style-type: none"> • Effective communicator • Well organised • Diligent • Able to teach in an accessible manner that enables all pupils to understand and make good progress • Works safely ensuring the well-being of children and young people 	
Behaviours	<ul style="list-style-type: none"> • Establishes high expectations for all that we seek to achieve. • Creates equity of opportunity removing disadvantage. • Champions the success and life chances of all children. • Furnishes pupils and colleagues with the resilience to succeed as lifelong learners. • Promotes tolerance and respect. 	