



# The Eliot Bank and Gordonbrock Schools Federation



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## Teacher Main Scale Job Description

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**Reporting to:** Head of School

**Disclosure Level:** Enhanced

### Purpose of Job:

To enable children to achieve to the best of their ability through high quality teaching, learning and curriculum provision <sup>[1]</sup><sub>[SEP]</sub>

### General Duties and Responsibilities

- To fulfil the duties and responsibilities for teachers contained in the Pay and Conditions Act 2017 and detailed in Part XI of the School Teachers Pay and Conditions Document 2017 and the national standards for teachers 2012. These duties are equally binding and form the basic employment conditions for all teaching staff. Copies are available from the Head of School on request.
- Follow all elements of the staff code of conduct.

### Whole School

- Promote the aims of the school and implement all whole school policies proactively.
- To show commitment to the school's equal opportunities policy and be proactive in its implementation.
- Build team commitment with colleagues both in the classroom (with TAs and CAs) and outside the classroom (e.g. curriculum teams, phase group).
- Work positively with a wide range of cultural, ethnic and social groups.
- To actively promote and safeguard the welfare of pupils.
- To accept joint responsibility with colleagues for behaviour and the school environment, especially public areas.
- To be a member of a curriculum team taking responsibility (according to experience) for aspects of development .

### Teaching and Learning

- Provide children with quality learning experiences delivered through quality teaching. Plan, prepare and deliver lessons based on the federations curriculum framework based on the National Curriculum and Foundation Stage Guidelines.
  - Cater for the wide range of needs ensuring inclusion and success for each child. Take the lead responsibility for managing, coordinating and building on any additional support or interventions for individual children.
  - Track pupil progression (individuals and groups) using available data, actively engaging in pupil class progress reviews. Keep meaningful records and monitor performance against targets.
  - To apply the principles of assessment for learning, in particular giving quality feedback to children and using information gathered to inform planning.
  - Use a range of strategies to ensure that children are focused on learning including behaviour management. Proactively develop children's socialisation skills.
  - Maintain and enhance class environments to facilitate learning.
  - Devise means of ensuring the efficient and responsible use of resources and equipment at all times.
  - Display pupil's work in an attractive, informative and interactive way to promote learning.
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## Colleagues

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- To establish and maintain good relationships with colleagues and to model these for the pupils. Be sensitive to colleagues' needs and feelings.
- Plan with and contribute to the work of year group curriculum teams.
- Communicate effectively with class teachers and teaching assistants to ensure all relevant information is shared e.g. assessments, behaviour issues, communication with parents.
- Treat all colleagues equally, and collectively support new team members.

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## Parents

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- To establish and maintain good relationships with parents – being honest and constructive.
- Be available to and welcome parents in a confident and professional way.
- Report to parents in line with whole school policy and National requirements.

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## School Development

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- Actively participate in professional development, keeping up to date with current developments in primary education. To share information and implement improvements.
  - Be active as a learner within the school setting e.g. participating in peer coaching and CPD opportunities and acting on advice given.
  - Participate in the appraisal of your performance and that of other staff.
  - Be part of a school improvement team and with support from a team leader contribute to the team in its delivery of its School Improvement Plan.
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*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

*Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.*

*This job description is current at the date shown, but in consultation, may be changed by the Management to reflect the changing needs of the school which are commensurate with the salary and job title.*

*This job description is subject to review as and when appropriate.*

May 2018





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## Teacher Main Scale

### Person Specification

**Reporting to:** Head of School

**Disclosure Level:** Enhanced

#### Notes to Candidates:

The person specification is a picture of the skills, knowledge and experience needed to carry out the job. It has been used to draw up the advertisement and will also be used in the short listing and interviewing process for the post. Those categories marked 'S' will be used especially for the purposes of short listing. Only those applicants who meet these requirements will be short-listed.

#### Education and Qualifications

- Education to degree level. S
- Qualified teacher status. S

#### Experience

- Suitable for NQT or person with some teaching experience. S

#### Knowledge and Understanding

Thorough knowledge and understanding of:

- excellent primary practice S
- the requirements of primary curriculum and of how standards can be raised S
- equal opportunities issues and the implementation of equal opportunities policy S
- inclusion and how this impacts on children
- high expectations of pupils' in terms of educational outcomes and their behaviour

#### Skills and Abilities

Candidates will be expected to demonstrate the ability to:

- be a highly effective class teacher understanding how to bring about exciting and meaningful learning. i.e. judged as at least 'good' in final teaching practice or in recent observations S
- raise the standards of pupils' attainment and secure progress towards their targets S
- think creatively and problem solve within a growth mindset framework S
- track progression and organise and implement a range of strategies to ensure a child makes progress
- communicate effectively and accurately in a variety of contexts and at the level necessary for the post
- deal with children with warmth, care and understanding and yet set clear and appropriate boundaries for behaviour
- motivate, work with and relate positively to colleagues and parents and visiting professionals S
- work positively with a wide range of cultural, ethnic and social groups
- work effectively as part of a team.
- have excellent ICT skills to support the learning of pupils at the primary level.



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### Self-Management / Personal Qualities

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Candidates will be expected to demonstrate that:

- s/he can maintain a sense of proportion. Plan, organise and prioritise workload. S
- s/he is highly motivated and committed. S
- s/he can use own initiative, set realistic goals, work towards them and monitor progress.
- s/he has the desire to continue learning for themselves. S

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### Commitments

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- Understand the importance of Equal Opportunities as a pivotal policy within the school and be able to demonstrate a commitment to this. S
  - Understand the importance of promoting and safeguarding the welfare of pupils. S
  - Implementing the aims and values of the school.
  - Has a view of education that has as its focus raising achievement within a caring environment S
  - Promoting and managing as appropriate, those policies and initiatives that are part of the school improvement plan.
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