

JOB DESCRIPTION

TEACHER

NAME

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| Job title | Classroom Teacher |
| Purpose of the post | <p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.</p> <p>To monitor and support the overall progress and development of students as a teacher/ form tutor</p> <p>To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</p> <p>To contribute to raising standards of student attainment.</p> <p>To share and support the schools' responsibility to provide and monitor opportunities for students' personal and academic growth.</p> |
| Work location | Hawthorn Community Primary School |
| Responsible to | Head Teacher |
| Salary Point | |
| Hours | |

Newly Qualified Teachers will be supported in meeting some aspects of the job description during their Induction Year.

Items in italics, at the end of each relevant section, outline the additional job description expectations of a UPS teacher.

MAIN RESPONSIBILITIES

Strategic Planning and operational

- To contribute to the whole academy's planning activities
- To contribute to the department's annual development plan and its implementation.
- To assist in the development of appropriate syllabuses, resources, schemes of work, teaching and assessment policies and strategies in the department.
- To plan and prepare courses and lessons in line with curriculum and student guidance policies and practices

For teachers that have been successful in meeting the UPS standard:

- *To consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs.*

Curriculum Provision

- To assist in the process of curriculum development and change, so as to ensure the continued relevance to the needs of students, examining and awarding bodies, and the academy aims and strategic objectives.

Curriculum Development

- To maintain a secure and up to date knowledge and understanding of the subject(s) you are trained to teach.

- An awareness of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones you are trained to teach.
- An understanding of how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.
- An understanding of how to use ICT effectively, both to teach and to support your wider professional role.
- An understanding of your responsibilities under the SEN Code of Practice, and how to seek advice from specialists about less common types of special educational needs.
- An awareness of good practice in numeracy and literacy

For teachers that have been successful in meeting the UPS standard:

- *To demonstrate a thorough and up-to-date knowledge and to demonstrate that they take account of wider curriculum developments relevant to their work.*

Staff Development and Appraisal

- To participate in the school's arrangements for continuing professional development.
- To engage actively in the Performance Management process.
- To improve your own teaching, by evaluating it, learning from the effective practice of others and from evidence, and with support, take steps to address areas of need
- To work as a member of designated teams
- To seek and use opportunities to work collaboratively with colleagues in sharing effective practice, and to contribute positively to effective working relations within the academy.
- To take increasing responsibility for your own professional development.

For teachers that have been successful in meeting the UPS standard:

- *To take responsibility for their professional development and use the outcomes to improve their teaching and pupils' learning.*

Recruitment/ Deployment of Staff

- To contribute to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations
- To ensure the effective/efficient deployment of classroom support personnel

Quality Assurance

- To help to implement school quality procedures and to adhere to them.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
- To review from time to time methods of teaching and programmes of work, and to seek/implement modification and improvement where required.
- To take part, as may be required, in the review of activities relating to the curriculum, organisation and pastoral functions of the school.

Management of information and administration

- To maintain appropriate records and to provide relevant accurate and up-to-date information for the school's MIS, such as assessment data, registers, behaviour records etc.
- To complete relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning

- To participate in administrative and organisational tasks related to professional duties, including the direction or supervision of persons providing support for teachers in the academy
- To make records of and reports on the personal and social needs of pupils

Communications

- To communicate and consult sensitively and effectively with parents and carers of students, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this.
- Liaise effectively with parents or carers on pupils' progress and achievements
- Where appropriate, to communicate, consult and co-operate with persons or bodies outside the academy
- To participate in meetings arranged for the above
- To follow agreed policies for communications and consultation in the academy.
- To participate in meetings at the academy which relate to the curriculum for the academy or the administration or organisation of the academy, including pastoral arrangements

Marketing and Liaison

- To take part in marketing and liaison activities such as Open Evenings, Parent's Evenings and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.
- To ensure that the teaching area is kept tidy, and that displays are of good quality and updated when appropriate

Pastoral System:

- To promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you
- To attend assemblies, register the attendance of pupils, follow up pupil absence, and supervise pupils, whether these duties are to be performed before, during or after school sessions
- To make relevant records and reports, including the personal and social needs of pupils
- To maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities off site.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To secure a standard of behaviour that enables pupils to learn, and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school

Teaching

- To set challenging teaching and learning objectives which are relevant to all pupils in their classes, and to base these on their knowledge of:
 - the pupils
 - evidence of their past and current achievement
 - the expected standards for pupils of the relevant age range
 - the range and content of work relevant to pupils in that age range.
- To use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning.
- To take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.
- To select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.
- To ensure that ICT, Literacy, Numeracy are reflected in the teaching and learning experience of students
- To ensure a high quality learning experience for students, which meets internal and external quality standards.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work.
- To have high expectations of pupils and build successful relationships, centred on teaching and learning, and to establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.
- As relevant to the age range you are trained to teach, to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.
- To teach clearly structured lessons or sequences of work which interest and motivate pupils and which:
 - make learning objectives clear to pupils
 - employ interactive teaching methods and collaborative group work
 - promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning.
- To differentiate your teaching to meet the needs of pupils, including the more able and those with special educational needs (with guidance from an experienced teacher where appropriate).
- To support those who are learning English as an additional language, with the help of an experienced teacher where appropriate
- To take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.
- To organise and manage teaching and learning time effectively
- To organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.
- To use ICT effectively in their teaching

- To take responsibility for teaching a class or classes over a sustained and substantial period of time, and to teach across the age and ability range for which they are trained.
- To work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils' learning.
- To supervise pupils whose teacher is not available to teach them (although no teacher shall be required to provide such cover for more than 38 hours in any school year, except in the case of a teacher employed wholly or mainly for the purpose of providing such cover)
- To participate in arrangements for preparing pupils for external examinations, assessing pupils for the purposes of such examinations and recording and reporting such assessments. Participating in arrangements for pupil's presentation for, and conducting, such examinations (but this does not require a teacher routinely to participate in any arrangements that do not call for the exercise of a teacher's professional skills and judgement, such as invigilation)

For teachers that have been successful in meeting the UPS standard:

- *To consistently and effectively use a range of appropriate strategies for teaching and classroom management.*
- *To consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback*
- *To demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.*

Other Specific Duties

- To be fully familiar with the academy 'Code of Conduct' in relation to safeguarding children and staff, and with all associated academy policies, including 'Child Protection', 'Anti-Bullying', 'Anti-Racism', 'Physical Intervention' and 'Internet Safety'
- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To support the school in meeting its legal requirements for worship
- To comply with the school's Health and Safety policy, to undertake risk assessments as appropriate, and to report any health and safety concerns to the appropriate school representative.
- To have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and be committed to raising their educational achievement.
- To treat pupils consistently, with respect and consideration, and be concerned for their development as learners.
- To demonstrate and promote the positive values, attitudes and behaviour that you expect from your pupils.
- To understand the contribution that support staff and other professionals make to teaching and learning, and to guide the work of other adults who support pupils' learning.
- To be aware of, and work within, the statutory frameworks relating to teachers' responsibilities

For teachers that have been successful in meeting the UPS standard:

- *To make an ongoing, active contribution to the policies and aspirations of the school*
- *To demonstrate in their everyday work, that they are effective professionals who challenge and support all pupils to do their best through:*
 - (a) inspiring trust and confidence,*
 - (b) building team commitment,*
 - (c) engaging and motivating pupils,*
 - (d) analytical thinking,*
 - (e) positive action to improve the quality of pupils' learning.*

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the SLT to reflect or anticipate changes in the job which are commensurate with the salary and job title.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply :

- (a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by their own training needs and the needs of the school.
- (b) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore, **a DBS enhanced check is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Signed:.....Employee Date:.....

Signed:.....Employer Date:.....

Hawthorn Community Primary School Teacher