



Orleans Primary School

Job Description – Core Standards

Post:	Class teacher
Grade (and additional allowances)	MPS1-6
Post holder:	To be appointed
Responsible to:	Head of School
Effective from:	September 2026
To be reviewed:	Annually

The appointment is subject to the current conditions of employment for pre-threshold teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation in particular the Teachers' Standards document. The Teachers' Standards are incorporated and further elaborated within the Orleans Teachers' Standards Progression Guidance.

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

General Description of the Post for all teachers pre-threshold

To carry out the professional duties of a teacher on the main professional scale working to the Core as circumstances may require and undertake any other duties commensurate with the level of this post under the direction of the Head of School. This is in accordance with the school's policies and the criteria described for pre-threshold in the **Orleans Teachers' Standards Progression**.

All teachers should be aware of their responsibilities towards the health and well-being of all children in the school. This is particularly with respect to health and safety issues and the Safeguarding of children. All staff should read and understand the statutory guidance Keeping Children Safe in Education, part 1.

In carrying out your responsibilities, you will need to undertake the activities described in the Teachers' Standards that relate to team working and collaboration and take account of colleagues' wellbeing. In addition, teachers should work with members of the Governing Body as and when necessary to be able to support them with their strategic leadership functions. You will also actively contribute to the school improvement cycle by, for example,



Orleans Primary School

responding to internal surveys, monitoring and evaluating an area of responsibility, identifying strengths and priorities for improvement and developing and implementing action plans.

Your job description should be available at your annual professional development interview and during the process of your Performance Management.

At Orleans Primary School, we are committed to delivering an inclusive, high-quality education that nurtures every child's potential. Our teachers play a central role in creating a stimulating and supportive learning environment, while contributing to the wider life of the school and the emotional wellbeing of our community. As part of a collaborative and outward-facing school, our staff also support and work with other schools across Richmond.

General Responsibilities:

- Deliver engaging and effective lessons in line with our broad and ambitious curriculum, and provide cover for absent colleagues when necessary.
- Attend and contribute to staff meetings, training sessions, and school events as reasonably required.
- Assess and record pupils' progress, prepare written reports, and engage in regular communication with parents and carers through consultations.
- Participate in the school's performance management processes and ongoing professional development.
- Undertake relevant training to stay informed about curriculum developments, school initiatives, and subject-specific best practices.
- Support the pastoral care and emotional wellbeing of pupils as part of our whole-school approach to mental health.
- Uphold and implement all school policies and maintain high standards of teaching and professional conduct.
- Carry out any additional duties as directed by the Headteacher, in line with the Teachers' Pay and Conditions of Service.



Teachers' Standards

PREAMBLE

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.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- 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.

2 Promote good progress and outcomes by pupils

- 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.

3 Demonstrate good subject and curriculum knowledge

- 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, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- 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).

5 Adapt teaching to respond to the strengths and needs of all pupils

- 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.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- 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.

7 Manage behaviour effectively to ensure a good and safe learning environment

- 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.

8 Fulfil wider professional responsibilities

- 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 teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: 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
 - 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.

Orleans Primary School



Orleans Primary Progression Guidance

Standard 1: Set 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 values and behaviour which are expected of all pupils 			
M1 and M2	M3 and M4	M5 and M6	UPS
Criteria met with support and guidance .	<p>Criteria met independently.</p> <p>Expectations are very high for all children; use assessment practices to adapt planning and teaching to improve outcomes</p>	<p>Set aspirational and ambitious goals and make creative and highly effective changes to teaching practice which help children achieve these goals.</p>	<p>Suggestions to consider:</p> <p>Use extensive experience to help all groups of children, including PPG and SEN, meet their aspirational targets through use of inspirational and highly effective teaching strategies and provision. Share this excellent practice with colleagues and monitor impact when applicable.</p> <p>Knowledge, skills and understanding in this area are continuously utilised to support and challenge colleagues and promote high expectations throughout the school.</p> <p>Play a significant role in disseminating this standard throughout the school, either through extensive research or a developmental project, which results in excellent outcomes, evidenced by data or evaluation reports.</p>
Standard 2: Promote good progress and outcomes by pupils			
<ul style="list-style-type: none"> Be accountable for pupils' attainment and progress by 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 			



M1 and M2	M3 and M4	M5 and M6	UPS
Criteria met with support and guidance .	Criteria met independently . Pupils' progress is very good due to a robust cycle of assessing, planning and teaching to identify and address next steps.	The cycle of assessing, planning and teaching is highly effective and pupils' progress is outstanding. Support the process of evaluating impact in curriculum areas - take part in the analysing of outcomes and help decide on next steps.	Suggestions to consider: Share good practice in teaching and learning across the year group, key stage or whole school which helps facilitate improvements and sustained progress for pupils. Support and challenge colleagues to: make the best use of assessment, identify next steps, plan appropriate actions and measure the impact. Play a significant role by researching, developing or implementing whole school improvements to support pupil progress.

Standard 3: Demonstrate good subject and curriculum knowledge

- 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, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

M1 and M2	M3 and M4	M5 and M6	UPS
Criteria met with support and guidance .	Criteria met independently . Have a good knowledge and understanding of	Highly effective knowledge and understanding of the primary curriculum is used to develop areas of	Suggestions to consider: A thorough understanding of the primary curriculum is used as a basis to systematically lead the implementation of developments in one or more areas of the curriculum. These developments to be shared with staff through training and CPD activities to promote high standards throughout the school.



	progression in all subjects taught across the primary range. With support, develop a knowledge base in at least one subject area.	the curriculum and raise standards.	<p>Monitor, analyse and evaluate standards in your curriculum area's planning, resourcing, teaching and assessment before supporting and challenging colleagues to help raise standards.</p> <p>Play a significant role by researching new curriculum wide initiatives to ensure that the school is at the forefront of innovative and engaging subject and curriculum developments. Monitor and evaluate impact</p>
<p>Standard 4: Plan and teach well-structured lessons</p> <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 areas 			
M1 and M2	M3 and M4	M5 and M6	UPS
Criteria met with support and guidance.	<p>Criteria met independently.</p> <p>Plan and implement whole school trips and visits and other activities or interest days, clubs and competitions which enhance an area of the curriculum, with support where needed.</p>	<p>Highly effective planning ensures the daily timetable has been carefully considered so that 'every minute counts' and all learning opportunities are seized to help children make sustained progress.</p>	<p>Suggestions to consider:</p> <p>Share and model best practice including through the delivery of exemplar lessons for colleagues that not only inspire children, but inspire other teachers to think creatively about how they structure lessons. Deliver staff training when applicable.</p> <p>Monitor planning across the school in your curriculum area, looking closely at curriculum coverage and progression of skills. Provide support and challenge to colleagues and monitor the improvements made to evaluate impact.</p> <p>Play a significant role by researching or driving initiatives in the development of planning and delivery of creative lessons across the school.</p>



Standard 5: Adapt teaching to respond to the strengths and needs of all pupils

- 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 pupils, 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

M1 and M2	M3 and M4	M5 and M6	UPS
<p>Criteria met with support and guidance.</p>	<p>Criteria met independently.</p> <p>Have a good understanding of SEN and strategies that are effective for overcoming learning needs, helping children to make progress across the curriculum range. .</p>	<p>A robust understanding of SEN and how to address different barriers to learning, as well as a highly effective use of assessment and differentiation, helps lead to all groups of pupils within your class making rapid and sustained progress.</p>	<p>Suggestions to consider:</p> <p>Share and model best practice, including through the delivery of exemplar lessons for colleagues, which demonstrate highly effective ways of utilising formative and summative assessment and differentiation for a range of pupil groups. Deliver CPD and staff training where relevant.</p> <p>Monitor formative and summative assessment and differentiation across the school in your curriculum area, looking closely at both SEN and high attaining groups. All groups of children should be able to access tasks and be challenged by them. Provide support and challenge to colleagues and evaluate impact.</p> <p>Play a significant role by monitoring and tracking the progress of high needs groups across the school, potentially within a curriculum area, and lead the development of projects to support the provision for these groups.</p>

Standard 6: Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- 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



M1 and M2	M3 and M4	M5 and M6	UPS
Criteria met with support and guidance .	Criteria met independently . Use a range of assessment techniques to identify strengths and areas for development, which are then addressed effectively in planning and teaching.	Highly effective use of both formative (Assessment for Learning) and summative assessment means you are aware of all children's strengths and next steps, and where relevant, pupils are aware as well. By identifying gaps and next steps you are able to plan and pitch lessons which accelerate progress and enable high achievement.	Suggestions to consider: Share best practice for utilising formative and summative assessment, and differentiation for a range of pupil groups. Deliver CPD where relevant. Monitor formative and summative assessment and differentiation across the school in your curriculum area, looking closely at both SEN and high attaining groups. All groups of children should be able to access tasks and be challenged by them. Provide support and challenge to colleagues and evaluate impact. Play a significant role by monitoring and tracking the progress of high needs groups across the school, potentially within a curriculum area, and lead the development of projects to support the provision for these groups.

Standard 7: Manage behaviour effectively to ensure a good and safe learning environment

- 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

M1 and M2	M3 and M4	M5 and M6	UPS
Criteria met with support and guidance .	Criteria met independently .	Have an extensive knowledge and understanding of a range	Suggestions to consider: Share and model exemplar lessons, demonstrating outstanding behaviour for learning strategies and how they look in practice. Play a lead role in the discussion



	<p>Maintain consistent high expectations of behaviour which promote effective learning. Develop a range of behaviour management strategies which are consistently implemented and use praise, sanctions and rewards effectively.</p>	<p>of strategies to manage behaviour which are highly effective, consistently implemented and ensure engagement in learning.</p>	<p>around effective behaviour management; lead staff training when relevant.</p> <p>Support and challenge others in the drive to secure excellent behaviour in classes and across the school. Act as a coach and mentor to staff who need support and development in this area.</p> <p>Play a significant role by analysing and evaluating behaviour across the school; audit serious incidents forms and cross-reference with high-needs groups. Research or drive initiatives in the development of behaviour management strategies when necessary.</p>
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<p>Standard 8: Fulfill 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 teaching through appropriate professional development, responding to advice and feedback from colleagues ● Communicate effectively with parents with regard to pupils' achievements and well-being 			
<p>M1 and M2</p>	<p>M3 and M4</p>	<p>M5 and M6</p>	<p>UPS</p>
<p>Criteria met with support and guidance.</p>	<p>Criteria met independently.</p> <p>Undertake a curriculum responsibility and develop skills through support and CPD.</p>	<p>Wider contributions have been highly effective in helping the school meet SDP priorities and children achieve outcomes.</p>	<p>Suggestions to consider: Help deliver CPD and staff training on school priorities, sharing best practice and criteria for helping to raise standards.</p> <p>Support and challenge colleagues through an on-going quality dialogue which contributes to improving practise and provision for pupils.</p> <p>Play a significant role by overseeing projects or key initiatives in line with the School Development Plan. Impact should be consistent and embedded.</p>