



JOB DESCRIPTION

Job Title: Post Threshold Teacher

Salary Range: Upper Pay Range

Responsible to: Headteacher, Deputy Headteacher & LGB

Direct Supervisory Responsibility for:

Important Functional Relationships: Internal/External: TPAT, Local Governing Body, Teachers, Support Staff, Pupils, Parents/Carers, External Agencies

Main Purpose of the Job:

- To undertake the full duties as a Classroom Teacher (as defined in the TPAT Class Teacher job description) and in addition to develop and maintain the threshold areas listed below in line with the School Teachers Pay and Conditions Document, the Post Threshold Standards for Teachers and the school's own policies and procedures;
- To secure effective education for all pupils and the continuous improvement of teaching and learning in the school;
- Teachers on the Upper Pay Range will be expected to make a significant and sustained impact to whole school development in line with the statutory requirement to meet threshold standards;
- In addition, you are required to undertake the duties and responsibilities described in this job description which may or may not be included in the STPCD.

Main Duties and Responsibilities:

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the performance management process as relevant to their role in the school.

In particular, post-threshold teachers will:

- provide a role model for professional practice in the school;
- make a distinctive contribution compared to other teachers;
- contribute effectively to the wider team;
- strategic leadership.

Contribute significantly to:

- implementing workplace policies and practice;
- promoting collective responsibility for their implementation.

Professional Characteristics:

- Be highly respected and able to motivate others;
- Provide a role model for learners and other staff through personal and professional conduct;
- Have highly developed interpersonal skills, which enable you to be effective in school and in other situations.

Frameworks

P1 - Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Teaching and Learning

P2 - Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and Monitoring

P3 - 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.

P4 - Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and Curriculum

P5 - Have a more developed knowledge and understanding of their subjects / curriculum areas and related pedagogy including how learning progresses within them.

Health and Well-being

P6 - Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

Planning

P7 - 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.

Teaching

P8 - Have outstanding teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team Working and Collaboration

P9 - Promote collaboration and work effectively as a team member.

P10 - Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Other Duties and Responsibilities:

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the school's and the trust's pupils at all times;
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues;
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review;
- To act as a Trust team member and provide support and cover for other staff where needs arise, inclusive of occasional work at other sites within a reasonable travel distance;
- To be aware of and adhere to all Trust policies and procedures;
- To be responsible for your own continuing self-development and attend meetings as appropriate;
- To undertake other duties appropriate to the post as required.

This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the appraisal process or as appropriate.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.



PERSON SPECIFICATION – POST THRESHOLD TEACHER

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	<p>Qualified Teacher Status</p> <p>Post Graduate Level Qualification or recognised alternative</p> <p>Evidence of continuing professional development</p>		<p>Application</p> <p>Certificates</p>
Skills and Experience	<p>Relevant experience to attain all post threshold standards for teachers</p> <p>Ability to create a stimulating and safe learning environment</p> <p>Ability to plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach</p> <p>Ability to assess and record the progress of pupils' learning to inform next steps and monitor progress</p> <p>To teach using a wide variety of strategies to maximise achievement for all children, including those with special educational needs and high achievers</p> <p>Ability to successfully deploy a wide range of effective behaviour management strategies</p> <p>High level of oral and written communication skills and an ability to work in partnership with other staff</p>	<p>Knowledge of current education and professional developments and an understanding of their application in a whole school context</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>
Specialist Knowledge and Skills	<p>Extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners</p> <p>Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the curriculum areas being taught</p> <p>Demonstrates an awareness, understanding and commitment to</p>	<p>Up to date knowledge of statutory regulations & guidance</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>

	<p>the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p>		
Behaviours and Values	<p>Strong professional relationships with parents and pupils</p> <p>Ability to be cheerful, flexible and have a good sense of humour</p> <p>Evidence of being a team player</p> <p>Display an understanding and commitment to the safeguarding of children; successful completion of an enhanced DBS and safeguarding checks</p> <p>Be an effective team player that works collaboratively & effectively with others</p> <p>Workforce resilience</p> <p>High level of emotional intelligence</p> <p>Trust and integrity</p>	<p>Communicate effectively to a wide range of different audiences</p>	<p>Application Interview Assessment</p>

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JOB DESCRIPTION

Job Title:	Class Teacher
Salary:	Main Pay Range M1 to M6 (dependent on experience)
Responsible to:	Headteacher / Deputy Headteacher / Local Governing Body
Direct Supervisory Responsibility for:	None
Important Functional Relationships: Internal/External:	TPAT, Local Governing Body, Teachers, Support Staff, Pupils, Students, Parents/Carers, Governors, Trustees, External Professional Bodies

Main Purpose of the Job:

- Be responsible for the learning and achievement of all pupils in the class(es) ensuring equality of opportunity for all;
- Be responsible and accountable for achieving the highest possible standards in work and conduct;
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils;
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document* and *Teacher Standards*;
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Main Duties and Responsibilities:

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the performance management process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject(s) that you teach;
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate;
- Be accountable for the attainment, progress and outcomes of pupils you teach;
- Be aware of pupils' capabilities and their prior knowledge - plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn;

- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented, EAL, disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject);
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies eg systematic synthetic phonics;
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment;
- Make accurate and productive use of assessment to secure pupils' progress;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate;
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*.

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils;
- Have high expectations of behaviour, promoting self-control and independence of all learners;
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*;
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Team Working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school, including pastoral arrangements and assemblies;
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them;
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments;
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil;

- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document.

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate;
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*.

Professional Development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues;
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review.

General / Other

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the School's and the Trust's pupils at all times;
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance;
- To be aware of and adhere to all Trust policies and procedures;
- To undertake mandatory training as required by the Trust;
- To regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues;
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review;
- To be responsible for your own continuing self-development and attend meetings as appropriate;
- To undertake other duties appropriate to the post as required.

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PERSON SPECIFICATION – Class Teacher

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	NQT or Qualified Teacher Status		Application Certificates
Skills and Experience	<p>Ability to create a stimulating and safe learning environment</p> <p>Ability to plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach</p> <p>Ability to assess and record the progress of pupils' learning to inform next steps and monitor progress</p> <p>To teach using a wide variety of strategies to maximise achievement for all children, including those with special educational needs and high achievers</p> <p>Ability to successfully deploy a wide range of effective behaviour management strategies</p> <p>High level of oral and written communication skills and an ability to work in partnership with other staff</p>	<p>Knowledge of current education and professional developments and an understanding of their application in a whole school context</p>	<p>Application Interview Assessment</p>
Specialist Knowledge and Skills	<p>Extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners</p> <p>Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the curriculum areas being taught</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p>		<p>Application Interview Assessment</p>

Behaviours and Values	<p>Strong professional relationships with parents and pupils</p> <p>Ability to be cheerful, flexible and have a good sense of humour</p> <p>Evidence of being a team player</p> <p>Two fully supportive references from appropriate sources</p> <p>Display an understanding and commitment to the safeguarding of children; successful completion of an enhanced DBS and safeguarding checks</p>		<p>Application Interview Assessment</p>
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