

ST MARY MAGDALENE CE PRIMARY SCHOOL

JOB DESCRIPTION

TEACHER'S NAME:

Pre-Threshold Teacher

The appointment of a Pre-Threshold Teacher is subject to the current conditions of employment for teachers contained in:

- the School Teachers' Pay and Conditions Document (STCPD);
- the School Standards and Framework Act 1998;
- the required Standards for Qualified Teacher status;
- other current legislation.

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

This job description includes references to:

- Ofsted's Self-Evaluation form (in the headings);
- examples of priorities from the School Development Plan;
- the school pay criteria;
- Professional Standards for Teachers (Core 1-41).

Duties and responsibilities together with competencies and skills required of the post-holder are set out within each of the three outcome areas.

General description of the post

The holder of this post is expected to carry out the professional duties of a Pre-Threshold teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. The post-holder is required to fully support the vision, ethos and policies of the school.

The post-holder is expected to meet and sustain all the Professional Standards for Teachers. However, in the fourth, fifth and sixth years of teaching it is expected that the focus will be on the following standards.

Relationships

The post-holder is accountable to the Leadership Team in all matters.

Within the performance management (PM) process, the post-holder is accountable to the KS1 Assistant Head (PM).

Within the learning management process, the post-holder is accountable to the Leadership Team for the assessments and performance of all the pupils they teach.

Within continuing professional development (CPD) the post –holder is accountable to the Leadership Team for the impact their development has on pedagogy.

Outcomes

1. *Achievement and Standards*

Contribute to the School Development Plan priorities of:

- **Setting high expectations and continuously monitoring and evaluating the effectiveness of learning outcomes.**
- **Securing a collaborative school vision of excellence and equity that sets high standards for every student.**
- **Ensuring key stage variation of performance is minimised.**

Duties and responsibilities:

- **Setting clear and challenging targets that build on prior attainment for each pupil.**
- **Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.**
- **Setting, tracking, evaluating and reporting on progress towards individual pupil targets.**
- **Giving every child the opportunity to reach their potential.**
- **Consistently demonstrating high expectations for every child.**

Knowledge, skills and competencies required:

- **Holds positive values and attitudes and adopt high standards of behaviour in their professional role (C2).**
- **Maintains an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity (C3).**
- **Knows a range of approaches to assessment, including the importance of formative assessment (C12).**

- Knows how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment (C13).
- Knows how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement (C14).
- Provides learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development (C32).
- Supports and guides learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners (C33).
- Reviews the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary (C35).
- Reviews the impact of the feedback provided to learners and guide learners on how to improve their attainment (C36).

2. The quality of provision

Contribute to the School Improvement Plan priorities of:

TBA

Duties and responsibilities:

- Using own practice as an example of good teaching.
- Ensuring continuity and progression by choosing the appropriate teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the School Development Plan.
- Evaluating own teaching critically to improve effectiveness.

Knowledge, skills and competencies required:

- Knows and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach (C16).
- Knows how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities (C17).
- Designs opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context (C27).

- Plans, sets and assesses homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning (C28).
- Teaches challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - (a) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
 - (b) develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
 - (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively (C29).
- Teaches engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment (C30).
- Makes effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching (C19).
- Understands the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people (C20).
- Knows when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies (C21).
- Knows the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people (C22).
- Knows the local arrangements concerning the safeguarding of children and young people (C23).
- Promotes learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills (C39).

Your responsibilities include the following:

- To produce, oversee and implement curriculum guidelines which meet National Curriculum Programmes of study for KS1 and KS2.
- Produce an Action Plan which contributes to the School Improvement Plan.
- Keep up to date with current developments and initiatives and keep this area of the curriculum under review.
- Manage the resources associated with this area, eg Provision, stocktaking and cataloguing.
- Encourage, support and advise colleagues in this curriculum area and help with displays. Be an effective, well organised teacher whose good practice is an inspiration to others.
- To attend courses and develop your own expertise and knowledge.

- Organise in-service training for colleagues, and develop and promote continuity of work.
- Devise an effective record-keeping system and put it into practice throughout the school.
- Establish communication about this area between School, parents and governors, and to report to the governors as required.

The Job Description may be reviewed at the end of the Academic year, or earlier if necessary. In addition, it may be amended at any time after consultation with you.

HEADTEACHER		PRE-THRESHOLD TEACHER	
	DATE	Rebecca Lockett	DATE
			1.7.20