



Job Description

Teacher

2025-26

Name:

Responsible to:

Responsible for:

signed:.....

date:.....

this job description and allocation of particular responsibilities may be amended by agreement from time to time and is in addition to the statutory conditions of employment for teachers as laid out in the latest School Teachers Pay and Conditions Document and reflects the Teacher Standards September 2012

Mayfield Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Part 1: Teaching

1 to 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 to promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- 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 to 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 to 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 to 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 to 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

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- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 to 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 to 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.

9 Upper Pay Range Accountabilities

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- 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.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- 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.
- Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice

10. Additional Accountabilities for the Maximum of the Upper Pay Range

In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:

- Play a critical role in the life of the school.
- Provide a role model for teaching and learning.

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- Make a distinctive contribution to the raising of pupil standards.
- Contribute effectively to the work of the wider team.
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

Part 2: 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.

Part 3: Leadership

As a curriculum leader

- seek the development of good practice and to act as a point of reference for other members of staff
- ensure the development of the subject across the school in line with the SDP
- develop action planning to reflect the priorities in the SDP, review actions to make recommendations for the next cycle of planning
- monitor the quality of teaching to ensure high standards, continuity and progression
- monitor standards and progress of children
- analyse data and use the analysis to set targets and interventions as appropriate
- provide information to the Governing Body and support it in its understanding of the subject within the context of the school curriculum
- monitor, review or develop, in consultation with the headteacher, colleagues and governors a relevant, balanced and continuous policy throughout the school
- participate in courses, keeping up to date with new ideas and feedback to staff
- identify and support staff development needs
- lead on curriculum development
- involve parents and governors in the development of the school
- organise, monitor and order new resources
- liaise with external agencies

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As a member of the leadership team

- lead by example e.g. by developing excellent practice and acting as a role model to others
- be involved in strategic planning and assist in the formulation of whole school policies and documents e.g. self evaluations, School Development Plan, action planning, external and internal audits and reviews
- accurately monitor and evaluate the team and school's performance, acting on findings
 - monitoring practice, teaching, planning, learning, standards, to improve practice
 - analysing data to support raising standards and progress
 - ensuring consistency, continuity and progression across the team and school
 - developing the learning environment
- develop staff, and act as a reviewer for appraisal, in staff development through dialogue, coaching, training, monitoring and support
- ensure the curriculum is broad, balanced and meets children's needs
 - monitoring the breadth of curriculum planning
 - monitoring continuity and progression both within the team and within the school
 - contributing towards the evaluation and assessment of the curriculum
 - monitoring the effective use of homework
 - taking responsibility for a curriculum area
- facilitate effective whole school communication and contribute to the smooth running of the school through
 - day to day management of the team
 - coordinating and liaising with other staff and external agencies
 - fostering home/school links
 - supporting the pastoral welfare of children and staff
 - supporting and implementing whole school initiatives
 - disseminating information
- To foster a team spirit through sharing/listening/deciding/supporting and guiding and monitoring a sense of vision both within the team and within the school
- promote and foster good relationships between all members of the school community
- develop governor links