

Teacher Job Description

Post: Teacher

Responsible To: Headteacher

Pay Range: Main Pay Range

1. Job Purpose:

1.1 To assist and support the Head to deliver and sustain educational excellence.

2. Job Role

2.1 To carry out all professional duties of a teacher in accordance with DfE Teachers' Standards.

PART 1 - TEACHING
1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS
1(a) establish a safe and stimulating environment for pupils, rooted in mutual respect
1(b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
1(c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS
2(a) be accountable for pupils' attainment, progress and outcomes
2(b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
2(c) guide pupils to reflect on the progress they have made and their emerging needs
2(d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
2(e) encourage pupils to take a responsible and conscientious attitude to their own work and study
3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE
3(a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

3(b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3(c) 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
3(d) if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
3(e) if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
4. PLAN AND TEACH WELL STRUCTURED LESSONS
4(a) impart knowledge and develop understanding through effective use of lesson time
4(b) promote a love of learning and children's intellectual curiosity
4(c) set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding pupils have acquired
4(d) reflect systematically on the effectiveness of lessons and approaches to teaching
4(e) 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
5(a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
5(b) have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
5(c) 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
5(d) have a clear understanding of the needs of all pupils, including those with SEN; those of high ability; those with EAL; 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
6(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
6(b) make use of formative and summative assessment to secure pupils' progress
6(c) use relevant data to monitor progress, set targets, and plan subsequent lessons

6(d) 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

7(a) 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

7(b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

7(c) manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them

7(d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES

8(a) make a positive contribution to the wider life and ethos of the school

8(b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

8(c) deploy support staff effectively

8(d) take responsibility for improving teaching through professional development, responding to advice & feedback from colleagues

8(e) communicate effectively with parents with regard to pupils' achievements and well-being

PART 2: PERSONAL & PROFESSIONAL CONDUCT

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within & outside school

(a) treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

(b) having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions

(c) showing tolerance of and respect for the rights of others

(d) 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

(e) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

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

Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

2.2 Inspire the trust and confidence of pupils and classroom support staff.

2.3 Actively engage with staff colleagues to share best practice and build team commitment across the school and wider partnership.

2.2 Engage positively with the school's Performance Management process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities.

3. Subject Leader Responsibilities (not usually required of ECTs)

3.1 As part of their general duties all teachers will be expected to lead an area of the curriculum, as required by the headteacher

3.2 Core purpose of the Subject Leader

- a. To provide professional leadership and management for allocated curriculum area in order to facilitate teaching and learning and to secure effective use of resources.
- b. To facilitate, in collaboration with the Headteacher and senior colleagues, the teaching and learning in allocated curriculum area.
- c. To assume the role of 'subject' consultant for colleagues and to demonstrate, by practical example if appropriate, effective ways of organising the teaching within allocated curriculum area.
- d. To lead staff meeting and school-based CPD in the curriculum area.
- e. To keep abreast of developments in allocated curriculum area.
- f. To lead formulation, review and evaluation of policy, in consultation with the Headteacher, ensuring that policy reflects current national and local initiatives.
- g. To ensure there is a continuity and progression within the subject throughout the school.
- h. To monitor, evaluate and report through lesson observations, book scrutiny, data analysis and other systems as agreed with the headteacher;
- i. Regularly and systematically provide guidance to colleagues on content, methodology and resources;
- j. Oversee the assessment and recording of pupils' progress.

3.3 To produce and review an action plan for the subject

3.4 It is good practice for subject leaders to keep a comprehensive file in order to keep track of the action plan and the work carried out for the role .

4. General

4.1 It is responsibility of all staff to be proactive in communication: communicating issues to their line manager; ensuring that staff e-mails are checked regularly and ensuring calendars are checked regularly for updates.

4.2 Actively contribute to and promote the overall ethos / work aims of the School and the wider partnership

- 4.2 Participate in training and other learning activities and performance development as required.
- 4.3 Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with parents / staff colleagues and all visitors to the school.
- 4.4 Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the school's business at all times.
- 4.5 Act as an ambassador for the school within the local community and beyond, ensuring that the ethos of the school is promoted and supported at all times.
- 4.6 Undertake any other reasonable tasks and responsibilities as requested by the Senior Leadership Team which fall within the scope of the post.

5 Safeguarding

- 5.1. The school is committed to safeguarding and promoting the welfare of children and young persons at all times. The Teacher will be responsible for promoting and safeguarding the welfare of all children on the [insert school], or with whom he/she comes into contact, in accordance with the schools' Safeguarding policies.
- 5.2. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).
- 5.3. The postholder is required to have read and understood Keeping Children Safe in Education Part 1

6 Data Protection

The postholder must comply with the Data Protection Act 1998 and the General Data Protection regulations 2016. In order to do this the postholder agrees to:

- Read, understand and follow the school policies regarding data protection
- Ensure all personal information (staff, pupil or parent) held by the postholder is
 - Required for the role (if it is not it must not be held)
 - Used for authorised purposes
 - When the information is no longer required, deleting (if in electronic form), shredding (if in paper form) or passing on to an appropriate agency (e.g. a new school) as agreed by the policies
 - Stored confidentially by ensuring
 - if the document is in paper form that the number of copies is known, only provided to those individuals authorised to see the information, and destroyed when no longer used
 - If the document is in electronic form and stored on a computer that this information can only be accessed by authorised personnel by using password protected login and/or the document is password protected. These passwords must remain confidential to authorised personnel only
 - If the document is in electronic form and stored on a memory stick (or other portable storage device) that the memory device is encrypted and/or the document is password protected. These passwords must remain confidential to authorised personnel only
- Ensure that data information which the postholder is not authorised to view will not be accessed or attempt to be accessed