



Job Description

Job Title: Experienced Year 6 Class Teacher (MPS)

Hours: 32.5 per week

Specific Responsibilities

The appointment is subject to the current conditions of employment for 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 (DfE 2012).

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

PREAMBLE

(Based on September 2012 Teacher Standards)

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;

- a) Establish a safe and stimulating environment for pupils, rooted in mutual respect
- b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- a) be accountable for pupils' attainment, progress and outcomes
- b) plan teaching to build on pupils' capabilities and prior knowledge guide pupils to reflect on the progress they have made and their emerging needs
- c) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- d) encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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

4. Plan and teach well-structured lessons

- a) impart knowledge and develop understanding through effective use of lesson time
- b) promote a love of learning and children's intellectual curiosity
- c) set homework and plan other out-of-class activities to consolidate and
- d) extend the knowledge and understanding pupils have acquired
- e) reflect systematically on the effectiveness of lessons and approaches to teaching
- f) 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

- a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- b) 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
- c) 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

- a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b) make use of formative and summative assessment to secure pupils' progress
- c) use relevant data to monitor progress, set targets, and plan subsequent lessons
- 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

- 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 academy, in accordance with the academy's behaviour policy
- 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 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- c) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- a) make a positive contribution to the wider life and ethos of the academy
- b) develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c) deploy support staff effectively
- d) 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.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside academy, by:
 - 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 having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - b) showing tolerance of and respect for the rights of others
 - c) 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
 - d) ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the academy in which they teach, and maintain high standards in their own attendance and punctuality.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Generic Responsibilities of all Mereside CE Primary Staff

- (a) To work consistently to uphold Academy's mission statement.
- (b) To follow all academy policies
- (c) To work in a co-operative and polite manner with all stakeholders.
- (d) To work with pupils in a courteous, positive, caring and responsible manner at all times.
- (e) To follow the child protection procedures. To ensure that children's safety and wellbeing is never compromised.
- (f) To be polite, cooperative and positive when communicating to other staff.
- (g) To take an active and positive role in the academy's commitment to the development of staff, and their annual review procedures.
- (h) To work with visitors to the Academy in such a way that it enhances the reputation of the academy.
- (i) To seek to improve the quality of the Academy's service.
- (j) To present oneself in a professional way that is consistent with the Christian values and high expectations of the academy

Additional Duties

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the principal or line manager.

Review of Performance

Performance Management reviews will focus on academy development priorities within the framework of the post holders' responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'.

Safeguarding and Code of Conduct

The Academy expects all staff to ensure that their standards of conduct are, at all times, compliant with the St Chad's Code of Conduct for Employees. All staff are also expected to ensure they are familiar with the academy's Safeguarding and Child Protection policy and procedures and key documents relating to this including KCSIE 2020 Part 1 and Annex A.

