



The Mosley Academy
Job Description for Key Stage 1 Teacher
Developed from National Standards



Teachers make the education of all pupils in the school their first concern, and are accountable for achieving the highest possible standards in teaching and learning and in conduct. Teachers must act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical. Teachers must establish positive professional relationships and work with parents in the best interests of their children.

- 1.1 Set high expectations which excites, informs, enthuses and challenges children by:**
 - Creating a safe and stimulating learning environment for children
 - Set personalised "Next steps" which will promote learning for all abilities of children
 - Act as a positive role model for all children so they clearly understand the behaviour expected of them.
- 1.2 Promote good progress and learning for all children**
 - Be accountable for the progress of all the children in the class
 - Plan lessons which promote learning, builds upon children's prior knowledge and are creative in their nature
 - Help and support children to reflect upon their learning so they clearly understand what they need to do next
 - Understand how children learn and how this impacts upon plans for teaching
 - Have high expectations that children will be the "best that they can be" in all lessons
 - Utilise adult support effectively to raise standards of achievement even further
 - Engage children in activities that deepen their levels of thinking to further increase their skills and understanding
- 1.3 Fulfil the requirements of the National curriculum through a creative approach which promotes deep learning and critical thinking**
 - Have a secure subject knowledge of the primary curriculum
 - Make good use of a wide variety of teaching strategies which promote learning
 - Consistently promote high standards of English in all lessons
 - Demonstrate a clear understanding of the teaching of reading and phonics
 - Demonstrate a clear understanding of the development of handwriting skills (cursive script)
 - Promote high quality writing experiences in line with school policies

- Demonstrate appropriate teaching strategies in the teaching of mathematics, including the mastery approach

1.4 Plan and teach effective and well structured lessons

- Disseminate knowledge and develop children's understanding through the effective use of lesson time
- Promote a love and enjoyment of learning
- Set homework which extends and consolidates learning in the classroom
- Reflect on classroom practise and approaches to teaching
- Plan lessons so all children make good progress both in lessons and over time
- Engage children in activities that foster a sense of 'awe' and 'wonder'

1.5 Adapt teaching to respond to the strengths and needs of all pupils

- Differentiate lessons to meet the needs of all pupils within the class
- Understand how factors may affect a pupils ability to learn in lessons and how to overcome these
- Demonstrate awareness of child development and adapt teaching strategies to meet the needs of children at each stage of their development
- Understand how to meet the needs of all pupils, including those with SEN, More Able, E2L and those with disabilities and use teaching approaches to meet those individual needs

1.6 Make accurate and productive use of assessment

- Know and understand progression of subject learning in the primary curriculum, including statutory assessment requirements in EYFS, Y1 phonics, Y2 and Y6 tests
- Make use of assessment for learning and assessment of learning to secure children's progress
- Use relevant data to monitor progress, set targets and plan subsequent lessons
- Give children regular feedback, both orally, through accurate marking and the use of "Next Steps" and ensure children are given time to reflect and act upon feedback

1.7 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 our 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 lessons effectively, using approaches which are appropriate to children's needs in order to involve and motivate them.

- Maintain good relationships with children, exercise appropriate authority and act decisively where necessary.

1.8 Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of The Mosley Academy, for example through extra-curricular events
- 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 internal and external colleagues.
- Communicate effectively with parents with regard to children's achievements and well-being.

2. Teacher's Personal and Professional Conduct

2.1 Teachers uphold public trust and maintain high standards of ethics and behaviour, within school and in the wider community by:

- Treating children with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard to the need to safeguard children's 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 children's vulnerability or might lead them to break the law.
- Awareness of Prevent training and procedures.

2.2 Teachers must have a proper and professional regards for the ethos, policies and practice of the academy in which they teach, and maintain high standards in their own attendance and punctuality.

2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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