

Teaching Job Description (MPR)

Name:

Job Title: Primary Teaching

Stage of career: MPR

Accountable To : Headteacher / Deputy Headteacher

Performance Reviewer: Headteacher

Specific Responsibilities: Teaching in KS2

Job Purpose:

- To lead the learning of pupils within the school
- To promote the aims of the school through effective teaching and learning
- Lead and maintain an overview of teaching, standards and ongoing improvement in the above specified areas.
- To develop self in relation to individual needs.
- To contribute to the the developing practice of the school.
- To carry out other associated duties as are reasonably assigned by the headteacher.

Job Context:

The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the School Teachers' Pay and Conditions document; the SGET Pay Policy and the National Teaching Standards. **The expectation is that teaching will be at least good;** this means that all teachers are expected to be meeting the Teachers' Standards to a good level as appropriate to the stage of their career development.

MPG Duties:

- manage and lead an effective (supportive, purposeful, stimulating) learning environment.
- teach a class of pupils according to the agreed curriculum, and ensure that planning, preparation, recording, monitoring, assessment and reporting meet their individual learning and social needs:
- implement the curriculum that the school has designed
- plan lessons to meet the needs of all pupils, through appropriate consideration of inclusion strategies (support/challenge).
- ensure that work set moves learning forward.
- provide a stimulating classroom environment where resources can be accessed appropriately by all pupils.
- track children's progress through keeping appropriate and efficient records and integrating formative and summative assessment into weekly and termly planning.
- report to and liaise with parents on the development (social, emotional, and academic), progress and attainment of pupils.
- monitor and support the welfare, health & safety, safeguarding and behaviour of children.
- promote equality and treat everyone with fairness and dignity.

- maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy, both on school premises and when engaged in authorised school activities elsewhere.
- support the school's pastoral system across the school, within the year group, class and with individual pupils. Take prompt, effective action to support the development of self esteem.
- maintain the positive ethos and core values of the school, both inside and outside the classroom.
- contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors.
- implement agreed school policies and guidelines and contribute to whole school improvement through sharing expertise in pedagogy, teaching and learning and subject knowledge.
- support whole school initiatives and effectively contribute to whole school improvement.
- participate fully in CPD through staff meetings, collaborative working and other training/development opportunities.
- effectively communicate, liaise and co-operate with parents, carers, staff and outside agencies (consultants, advisers, social services etc).
- contribute to the effective development of support staff and resources (ICT and consumables) within the class.
- take responsibility for personal professional development through participation in appraisal and review.
- report to the school's management structures to ensure senior colleagues are kept informed as appropriate.

Signed by Postholder:

Date

Signed by Performance Reviewer:.....

Date:.....

Appendix 1: Teachers' Standards

Preamble

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

- 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. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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. 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. 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. 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. 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
- 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

- 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. 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.

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.

- 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