



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL



TEACHER JOB DESCRIPTION

'Together With God, Making Learning a Life Long Friend'

POST: Teacher (Primary)

SCHOOL: St. Anne's Primary School

PAY RANGE: M1-M6

RESPONSIBLE TO: Mr E. Hobson, Headteacher

JOB PURPOSE: To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the head teacher.

TEACHER: KEY TASKS

PART ONE: TEACHING

The teacher will:

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. Fulfill 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

The teacher will demonstrate consistently high standards of personal and professional conduct and will:

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.

- 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.

Other Occasional Tasks

CURRICULUM DEVELOPMENT

The teacher will:

- Have responsibility for the oversight of a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and/or maintenance;
- Contribute to the whole school's planning activities
- Assist with the monitoring of a subject/aspect of school life
- Prepare relevant policy statements

At designated times teachers will be provided with time away from their class teaching responsibilities by arrangement to fulfil curriculum monitoring/planning tasks

KEY PERFORMANCE INDICATORS

Evidence that:

- Children the post holder is responsible for are safe, secure and happy in school
- Children are spoken to, and dealt with, in a respectful manner.
- Creativity is encouraged - Children's interest inspired through relevance of learning opportunities/ activities - independent learning skills developed
- High standards and expectations underpin all aspects of children's learning
- Effective learning and progress for all children in the class is being secured - attainment gaps are being addressed and are narrowing where there is under-achievement
- All children are able to access learning, learning is adapted to need and takes children's previous experiences in to account
- There is a broad and balanced range of learning experiences/styles evident
- English and mathematical skills are developed in range of contexts - good progress evident
- ICT is used to support/enrich learning
- There are well organised approaches to teaching and learning - purposeful planning, reflecting need - effective use of assessment strategies to inform the planning of learning and to ensure learning is adapted to need
- There are high standards of communication and questioning
- Children are involved in monitoring their own learning and aware of targets/next steps
- A positive and purposeful environment for learning has been established with clear expectations for children regarding behaviour

- Standards are in line with expected standards in the subject/area you oversee - involvement of the postholder in the development of standards/teacher expertise where appropriate
- Good working relations are fostered with other staff/community members - parents informed re. learning and supportive
- Non-teaching staff are deployed effectively, ensuring good progress in learning.
- Statutory/legal requirements are adhered to and all school policies relating to learning and the pastoral welfare of children are followed.
- The postholder complies fully with the school's policy and approach to safeguarding, including the Prevent agenda and any other areas of safeguarding concern that have arisen.
- Training in-line with current safeguarding advice, statutory and that required for role/context, is completed.
- There is due regard to, and compliance with, the school's health and safety policy, risk assessments and procedures to ensure the safety of all children and community members
- High standards of professional conduct underpin all that the post holder does in her/his professional role

Level of performance expected in relation to KPIs = Descriptor for the pay point in the Career Stage Expectations

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, Teachers' standards in England (2012) and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained within the School Teachers' Pay & Conditions Document.

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

Signed..... Headteacher

..... Post Holder

..... Date