

SPROTBROUGH ORCHARD INFANT SCHOOL

JOB DESCRIPTION

TEACHER

The Teacher will be required to carry out the duties and responsibilities of a Class Teacher as set out in the current School Teacher's Pay and Conditions Document.

The post requires you to teach children between the ages of 3 to 7 years. It may be necessary for the post holder to teach a mixed aged class, if the Headteacher decides this is the most efficient way of organising classes.

This job description will be reviewed annually at the time of the Performance Management Review Meeting and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

AREA OF RESPONSIBILITY:

To be responsible for the education and the pastoral care of a class of children and to plan their teaching to achieve progression of learning. All teachers will be required to meet the standards as set out in "Teachers' Standards 2012" (see Appendix 1)

KEY TASKS:

CURRICULUM

1. Liaise with colleagues to design and develop a stimulating, relevant curriculum that covers all statutory curriculum requirements and meets the expectations of the school and the needs of the children
2. Liaise with colleagues to map out curriculum coverage across the year to ensure a broad and balanced curriculum is provided through well thought-out visits and/or first hand experiences that stimulate and engage children's interest and maintain their attention
3. Keep an up-to-date knowledge of statutory requirements and initiatives that impact on the Foundation Stage and Key Stage 1 curriculums and participate in staff discussions that consider/ reflect on their relevance to the school's pedagogy and practice
4. Liaise with colleagues every half-term to plan and deliver sequences of lessons to ensure children learn and make good progress over time
5. Have a good knowledge of all subjects taught so misunderstandings can be pre-empted and addressed

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6. Manage an integrated approach to delivering the curriculum where appropriate, as well as teaching of discrete subjects where this is most efficient/effective (e.g. Numeracy; Phonics; PE; Music; PSHE)
7. Follow the school's reading policy, ensuring each child has an individual, teacher bookshare and at least one other booksharing opportunity during a normal, working week.

TEACHING AND LEARNING

1. Establish a safe and stimulating environment that encourages children to learn and be independent
2. Promote positive attitudes to learning, fostering a desire to learn and a willingness to persevere, ask questions and meet challenges
3. Attend weekly planning meetings with teachers who are teaching same aged children to ensure there is consistency within each year group
4. Have clear objectives for each lesson/activity that are building on children's prior learning
5. Adapt lessons/activities to meet the needs of all children, particularly children with SEND, ensuring every child is suitably challenged according to his/her individual ability
6. Use a range of teaching styles/strategies that are informed by a knowledge of how children learn, to engage children's attention and enable them to progress
7. Ensure resources are well-presented and thought-out to meet the needs of individual children
8. Manage time to ensure there is a balance of reviewing/practising previous learning, imparting of new knowledge, and engaging with/applying of learning
9. Evaluate teaching/learning and reflect on how improvements can be made
10. Have appropriate and challenging expectations of all children
11. Maintain clear routines in the classroom that follow established school routines/procedures
12. Have high expectations of behaviour and establish a framework for discipline that is consistent and fair, adhering to the school's policy and includes the use of praise, rewards and sanctions when appropriate
13. Have a positive attitude to lesson observation and monitoring as a means of improving standards in teaching and learning and professional development.

MONITORING, ASSESSMENT, RECORDING AND REPORTING

1. Make formative and summative assessments of children's learning, identifying future needs and use these to inform planning
2. Monitor children's progress and make plans for future teaching/intervention

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3. Record children's achievements and use the information to set targets for further development
4. Discuss children's progress/targets with parents during termly Open Afternoons and provide a written report annually
5. Give children regular, oral feedback about their learning/targets and mark work accurately in line with the school's marking policy
6. Use relevant data to address teaching/learning needs
7. Participate in moderation events, both in the school and with colleagues from other schools, to ensure standards are consistent and judgements are accurate.

ENVIRONMENT

1. To ensure that the classroom is kept tidy and attractive, with children's resources readily available for them to find independently
2. To contribute to the provision of a safe and secure learning environment
3. Follow the school's policy when displaying children's work

OTHER PROFESSIONAL REQUIREMENTS

1. To be responsible for promoting and safeguarding the welfare of all children in the school
2. Build good, professional relationships with all children, parents, colleagues, Governors and members of the community
3. Follow the school's policies and practice at all times
4. Be involved in whole school events and, when appropriate, be responsible for organising them;
5. To plan, risk assess and lead curriculum opportunities including visitors to school and out of school trips that enhance the learning of a particular subject
6. Engage in Performance Management and actively pursue professional development
7. Seek support when needed and offer support/advice when appropriate
8. Communicate and liaise with parents to foster positive home-school relationships
9. Liaise with other agencies involved with individual children
10. Ensure there is smooth transition of children at the start/end of each academic year
11. To contribute to the ideas within and the implementation of the School Improvement Plan
12. To contribute to meetings and discussions about the curriculum, school improvement and the work of the school as a whole
13. Follow the Headteacher's instructions on the use of directed time (eg. staff meetings, Open Afternoons, school discos)

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14. Undertake any professional duties delegated by the Headteacher, including playground duty, assemblies etc.

MANAGEMENT RESPONSIBILITIES

1. Manage the work of Teaching Assistants, parents and other adults in the classroom to enhance learning opportunities for all children
2. Assist in the training/mentoring of students and contribute to their assessment
3. Act as an ambassador, co-ordinator or middle leader for areas/subjects discussed with the Headteacher as part of Performance Management Review meeting. This role includes:
 - Keeping up-to-date with new developments and informing staff of their relevance to and impact on our school
 - Attend relevant courses and lead school based INSET for that area
 - Ensure new equipment is ordered, training given when appropriate, decisions made on storage and evaluations made on the impact
 - Work with the Headteacher to ensure policy documentation is current, reflects practice and is in line with statutory requirements
 - Support colleagues with planning and monitor planning documentation
 - Model teaching in this area/subject and offer advice and guidance
 - Monitor effectiveness of teaching and learning in the area/subject
 - Show encouragement and enthusiasm for the area/subject
 - Participate in the writing of action plans for the area/subject based on the school's self evaluation and identified needs
 - Take responsibility for ensuring action plans are met.

APPENDIX 1

TEACHERS' STANDARDS 2012

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.

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PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment
- set goals that stretch and challenge children of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, value and behaviour which are expected of children.

2. Promote good progress and outcomes by pupils

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

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain children's interest in the subjects, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- when teaching reading, demonstrate a clear understanding of systematic synthetic phonics
- when teaching 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 children have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum.

5. Adapt teaching to respond to the strengths and needs of all pupils

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- know when and how to differentiate appropriately, using approaches which enable children to be taught effectively
- have a secure understanding of how a range of factors can inhibit children's 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 children's education at different stages of development
- have a clear understanding of the needs of all children, 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 subjects and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure children's progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give children regular feedback, both orally and through accurate marking, and encourage children 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 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 children's needs in order to involve and motivate them
- maintain good relationships with children, 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

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- communicate effectively with parents with regard to children's achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

- Teachers should uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school, 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 for 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.
- 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.

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