

Executive Headteacher: Mr A. J. Edwards BA (QTS), NPQH
Head of School: Mr P. Luke BSC (QTS)

Job Description

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.

Personal & Professional Conduct:

A teacher is expected to demonstrate consistently high standards of personal and professional conduct and contribute to the school's statutory duty to safeguard and promote the welfare of children. An Enhanced DBS check with Barred List check is mandatory for this role. 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

Person Specification

Teaching and Learning:

- Qualified Teacher Status or ECT
- To be an excellent practitioner
- Commitment to providing children with the 'best start' in their education and enabling them to reach their full potential.
- Knowledge of assessment for learning and how to use assessment for pupil progress
- A commitment to positive behaviour management
- To have high expectations
- Experience of working and leading support staff
- Commitment to involving parents in the learning process
- Foster children's curiosity and ability to engage in independent learning

- Provide a stimulating and appropriate environment for the age of the children with learning activities that will excite and engage pupils.

Leadership and Management:

- Have excellent interpersonal skills
- Have good classroom management and delegate tasks and responsibilities as appropriate
- Be able to work as part of a team
- Commitment to raising achievement
Interest and willingness to lead an area within the school (if an EQT)

School Development:

- Have an interest in creative curriculum development
- Commitment to enrichment including extra -curricular activities, potentially leading a club for children. Have a willingness to be actively involved in whole school development
- Commitment to developing the school's Christian distinctiveness.

Personal Qualities:

- Act on own initiative
- Enthusiasm
- Good organisational skills
- Flexible
- Creative
- Has high expectations
- Display warmth, care and sensitivity with children and their families
- Self-motivated
- Interests out of school
- Willingness to be involved in the wider life of the school

Demonstrate a commitment to:

- Equalities and the Equality Act 2010
- Promoting the school vision and ethos
- High ethical standards
- Relating positively to and showing respect for all members of the school and wider community
- Ongoing relevant professional self-development

- The protection and safeguarding of children and young people. Value and respect the views and the needs of children

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.