



## Job Description

### Key Stage 2 Teacher

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| <b>Reporting to</b> | Head of Department |
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| <b>Purpose</b>              | <p>Delivering the curriculum and securing excellent outcomes for learners.</p> <p>Act within the statutory frameworks, which sets out professional duties and responsibilities in accordance with the School Teacher Professional Standards</p> <p>Supporting the Head of Department to ensure the development and success of the department.</p> <p>Acting as an effective member of the school teaching staff, carrying out the assigned teaching duties and the assigned responsibilities.</p> <p>Keep up to date of relevant curriculum developments.</p> <p>Keep effective records up to date.</p> <p>Acting as a responsible member of the school staff with regards to school &amp; Trust policies, programmes, and premises.</p> <p>Undertaking pastoral and administrative duties in respect of pupils in the tutor group.</p> <p>Tutor Information – Tutors are required to carry out duties and responsibilities included in the Tutor role, under the direction of the school Pastoral Lead.</p>                                                                                                                                        |
| <b>Key Responsibilities</b> | <p>Delivering the curriculum and securing excellent outcomes for learners. There are 5 aspects which enable the key purpose to be achieved:</p> <ul style="list-style-type: none"> <li>• Planning, understanding and expectations.</li> <li>• Managing pupil learning.</li> <li>• Progress, evaluation, and assessment.</li> <li>• Relationships – pupils, staff, parents, community.</li> <li>• Managing performance and development.</li> </ul> <p><b>Planning, understanding and expectations to ensure:</b></p> <ul style="list-style-type: none"> <li>• A secure knowledge and understanding of specialist subject, relevant aspects</li> <li>• of the National Curriculum and other statutory requirements.</li> <li>• Clear learning objectives, content, lesson structure and sequences appropriate to the subject matter.</li> <li>• The setting of appropriate and demanding expectations and targets for learning and motivation.</li> <li>• The awareness of learners who have special educational needs and/or Pupil Premium status and to ensure via school systems that these learners get positive and targeted support.</li> </ul> |

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|                                               | <p><b>Managing learning to ensure:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching so that learning objectives are met, momentum and challenge are maintained, and the best use is made of teaching time.</li> <li>• High expectations for learners, behaviour and the establishment and maintenance of good standard of discipline through well focused teaching and through positive and productive relationships.</li> <li>• Teaching methods are used that keep learners engaged.</li> <li>• Good use is made of learning resources which enable learning objectives to be met.</li> <li>• Health and safety regulations are observed, and safe working practices followed.</li> </ul> <p><b>Progress, evaluation and assessment to ensure:</b></p> <ul style="list-style-type: none"> <li>• Assessment of how well learning objectives have been achieved is carried out and that this assessment is used to enhance further teaching.</li> <li>• Marking and monitoring of classwork and homework providing constructive oral and written feedback setting targets for learner's progress.</li> <li>• An understanding of the demands expected of learners in relation to the National Curriculum relevant Key Stage.</li> <li>• Progress towards learner's targets is secured.</li> </ul> <p><b>Relationships with staff, parents and community to ensure:</b></p> <ul style="list-style-type: none"> <li>• Accurate and informative reports are prepared for presentation to parents.</li> <li>• That there is a recognition that learning takes place outside a school context, and opportunities are provided to develop learner's understanding by relating to real and work-related examples.</li> <li>• Effective working relationships are established with professional colleagues within our "one staff" ethos.</li> <li>• Participation in the development of schemes of work, materials and syllabuses of the department and attendance at department team meetings.</li> </ul> |
| <p><b>Operational/Strategic Planning:</b></p> | <p><b>Managing Performance and Development to ensure:</b></p> <ul style="list-style-type: none"> <li>• Responsibility is taken by individuals for their own professional development.</li> <li>• Self-evaluation of teaching takes place and is used to improve its effectiveness.</li> <li>• To ensure that the core focus in the school is Learning.</li> <li>• To support the department in developing appropriate, rich, teaching and learning strategies.</li> <li>• To work with colleagues to formulate aims, objectives and strategic plans which have coherence and relevance to the needs of the learners and to the aims, objectives, and strategic plans of the school.</li> <li>• To liaise with the Assistant Headteacher Inclusion and Assistant Headteacher Teaching and Learning in order to extend the curriculum for all learners.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| <b>Curriculum Development:</b> | <ul style="list-style-type: none"> <li>• To support curriculum development of the department.</li> <li>• To set, monitor and support the delivery of targets for use and application within the department.</li> <li>• To keep up to date with national developments within pedagogy and teaching practice and methodology.</li> <li>• To monitor and respond to curriculum development and initiatives at national, regional, and local levels.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Staff Development:</b>      | <ul style="list-style-type: none"> <li>• To work with all staff to create innovative resources that reflects our desire to be an acknowledged centre of excellence.</li> <li>• To participate in the induction process for ECT teaching posts and to ensure effective induction of new staff in line with School procedures.</li> <li>• To promote teamwork and to motivate staff with a 'can-do' philosophy to ensure effective working relations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                                | <p><b>All Wessex Learning Trust staff are expected to</b></p> <ul style="list-style-type: none"> <li>• Ensure that the aims, priorities and policies of the school and Trust are adhered to.</li> <li>• Act as a positive representative and advocate of the school and its learners in all circumstances and at all times.</li> <li>• Carry out any other duties as reasonably requested by the Headteacher.</li> <li>• Be committed to safeguarding and promoting the welfare of learners and young people and all staff working with these groups are expected to share a commitment to this. You will be expected to report any concerns relating to the safeguarding of children and/or young people in accordance with agreed procedures. If your own conduct in relation to the safeguarding of children or young people gives cause for concern the school agreed child protection procedures will be followed alongside implementation of the school disciplinary procedures.</li> </ul> |

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| <b>Additional duties and Information</b> | <p><b>In addition, staff must ensure:</b></p> <ul style="list-style-type: none"> <li>• They carry out the supervision of pupils as detailed by SLT.</li> <li>• They participate as required in meetings with colleagues and parents in respect of the duties of the post.</li> <li>• They accept a specific responsibility within the department team, House or staff as determined by mutual agreement including taking responsibility for an extra curriculum area of the department.</li> <li>• They carry out the duties of a tutor, to include: the maintenance of discipline and acceptable standards of conduct and appearance of learners; the establishment of rapport with learners to develop their social and academic potential and be a main source of reference and support for their problems; the timely accurate marking of attendance registers, ensuring absences and lates are accounted for and taking appropriate action where they are not; the compilation of reports, profiles and references for learners as required.</li> <li>• The monitoring of homework, teaching of tutor periods, attending tutor meetings arranged by the Pastoral Lead.</li> <li>• Support the Head of Department in establishing/maintaining high standards of behaviour in classes using the School's Behaviour and Rewards policies.</li> </ul> |
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## Person Specification

| Categories | Essential/<br>Desirable | Application<br>Form | Interview/<br>Task |
|------------|-------------------------|---------------------|--------------------|
|------------|-------------------------|---------------------|--------------------|

### Qualifications & Experience

|                          |   |   |  |
|--------------------------|---|---|--|
| Qualified teacher status | E | ✓ |  |
| Degree                   | E | ✓ |  |

### Abilities, skills and knowledge

|                                                         |   |   |   |
|---------------------------------------------------------|---|---|---|
| Knowledge of National Curriculum                        | E | ✓ | ✓ |
| Knowledge of effective teaching and learning strategies | E | ✓ | ✓ |
| Ability to adapt teaching to meet children's needs      | E |   | ✓ |
| A good understanding of how children learn.             | E | ✓ | ✓ |

### Personal Qualities

|                                                                                                                                           |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| A commitment to getting the best outcomes for all learners and promoting the ethos and values of the school                               | E |   | ✓ |
| Ability to motivate and enthuse learners, including disaffected and reluctant learners and to evaluate standards of teaching and learning | D | ✓ | ✓ |
| High expectations for learner's attainment and progress                                                                                   | E |   | ✓ |
| Ability to work under pressure and prioritise effectively                                                                                 | D |   | ✓ |
| Ability to work co-operatively with a range of different people and flexibility to respond to a range of situations.                      | D |   | ✓ |

### Other factors

|                                                                     |   |   |   |
|---------------------------------------------------------------------|---|---|---|
| Good ICT skills, particularly using ICT to support learning         | D | ✓ | ✓ |
| Good written and oral communication skills                          | D | ✓ |   |
| Knowledge of guidance and requirements around safeguarding children | E | ✓ | ✓ |
| Commitment to maintaining confidentiality at all times              | E |   |   |
| In possession of a good attendance record and punctual              | E | ✓ |   |
| Commitment to safeguarding and equality                             | E |   | ✓ |
| Proven commitment to own professional development                   | E | ✓ |   |

|                                  |  |
|----------------------------------|--|
| <b>Signature (employee):</b>     |  |
| <b>Date:</b>                     |  |
| <b>Signature (line manager):</b> |  |
| <b>Date:</b>                     |  |