

Employer	The Governing Body – The Mercian Trust - Shire Oak Academy
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Part 1 – The professional duties of a schoolteacher	<p>You are required to carry out the professional duties of a schoolteacher as set out in the relevant paragraphs of the current School Teachers' Pay and Conditions Document (STPCD). A copy of this document is available from the Headteacher.</p> <p>You have a responsibility for promoting and safeguarding the welfare of the children and young persons you are responsible for, or come into contact with.</p> <p>You have a professional responsibility to be engaged in effective, sustained and relevant professional development throughout your career and have a contractual entitlement to this.</p>
Part 2 - Professional standards for teachers:	As a qualified teacher you are required to fulfil the core standards, as set out in the STPCD.
Part 3 - Health and safety responsibilities:	As a classroom teacher you are required, as part of your role, to carry out such duties under the health and safety policy as are appropriate. These duties are specified in the health and safety policy. This policy can be found on the Academy's website.
Part 4 - Post description	Teacher

Job description – Teacher

Job Purpose	<ul style="list-style-type: none"> • To carry out the professional duties of a school teacher, as outlined in the STPCD. • To make an effective contribution to the academy's improvement and development work. • To fulfil the professional standards for teachers. • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate. • To monitor and support the overall progress and development of students as a teacher, including the personal development dimension • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. • To contribute to raising standards of student progress and attainment. • To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth.
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Accountabilities and responsibilities and specific tasks

To carry out appropriate tasks as discussed with the Faculty Lead

Accountabilities and responsibilities and specific tasks

To meet all requirements, as appropriate, of the teachers' standards (attached as appendices to this document)

Teaching and learning:

- To teach students according to their educational needs, including the setting and marking of differentiated work to be carried out by the student in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching
- To ensure a high quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and independent study
- To undertake assessment of students, underpinned by the principles and practice of AfL and as requested by external examination bodies, faculty and school procedures
- To mark, grade and give written/verbal and diagnostic feedback as required.

Operational / Strategic planning and quality assurance:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area and faculty.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and the students.
- To contribute to the department's development plan and its implementation.
- To plan and prepare courses and lessons
- To contribute to educational enhancement activities.
- To contribute to the academy's planning activities
- To help to implement the academy's quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the subject area in line with academy procedures.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the academy.

Curriculum provision and development:

- To assist the Director of Learning to ensure that the curriculum area provides a range of teaching which complements the academy's strategic objectives
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and our academy's aims and strategic objectives.

Staff Development, Recruitment & Wellbeing:

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- To take part in the academy and Trust's CPD programme.
- To continue personal development including subject knowledge and teaching methods.
- To engage actively in the appraisal review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the academy.

Communications:

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with bodies outside the academy.
- To follow agreed policies for communications in the academy.
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

Care, guidance and support:

- To be a form tutor (unless otherwise agreed by the SLT) to an assigned group of students.
- To promote the general progress and well-being of individual students and of the form group.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate with the parents of students and with bodies outside the academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To apply the academy's behaviour for learning systems and policy so that effective learning can take place.

General Duties:

- To play a full part in the life of the academy, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
- To promote actively the academy's policies and to comply with its health and safety policy and undertake risk assessments as appropriate.

Notes:

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.

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Performance management objectives

You will receive an addendum to your job description following the performance review process in the Autumn Term.

This job description will be reviewed as part of our appraisal and capability policy. It may be amended at any time, following consultation with you. You should sign two copies of this job description. Retain one and forward the second copy to the Headteacher.

Date

Your signature

Headteacher's signature

Appendix - 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.

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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.

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