**JOB DESCRIPTION – Teacher**

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| **Post Title:** | Teacher |
| **Scale:** | MPS |
| **Responsible to:** | Headteacher, working under the guidance of the Deputy Head / KS1/ EYFS Phase Leader |
| **Working hours /pattern/term:** | Permanent  18.75 hours per/week – mornings only.  Monday to Friday; Term-time only. |
| **Post Purpose:** | To deliver high quality teaching and learning to the pupils in their care. The post holder will ensure that planning, preparation and assessment duties are carried out according to the Teaching Standards:  “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.” |
| **Main Duties and Responsibilities**  **Have knowledge and understanding of:**   * Have a detailed knowledge of the relevant aspects of the pupils’ National Curriculum and/or the EYFS framework, and other statutory requirements. * Have a secure knowledge and understanding of their specialist Key Stage(s). * Understand progression in their specialist Key Stage(s), including before/after their specialist age range. * Cope securely with subject-related questions which pupils raise and know about pupils’ common misconceptions and mistakes in their specialist subject(s). * Provide real and relevant contexts for pupils to learn through an enriched curriculum enabling pupils to apply a range of skills.   **Planning and setting expectations:**   * Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught. * Set appropriate and demanding expectations for pupils’ learning and motivation. Set clear targets for pupils' learning, building on prior attainment. * Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Generate , implement and review Individual Learning Plans (ILPs).   Teaching and managing pupil learning:   * Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. * Use teaching methods which keep pupils engaged, including stimulating pupils’ intellectual curiosity, effective questioning and response, clear presentation and good use of resources. * Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.   **Assessment and evaluation:**   * Assess how well learning objectives have been achieved and use this assessment for future teaching. * Ensure pupils are able to self-assess in order for them to know whether they have achieved in their learning and what their next steps are. * Mark and monitor pupils’ class and homework providing constructive oral and written feedback, setting targets for pupils’ progress following the school Marking and Feedback policy. * Set high expectations for pupils in relation to the National Curriculum. * Have a commitment to every child to ensure they reach their full potential.   **Pupil Achievement:**   * Secure progress towards pupil end of year targets. * Have a sound knowledge and understanding of individual pupil attainment and progress to identify gaps in learning and areas for intervention.   **Relations with parents and wider community:**   * Know how to prepare and present informative reports to parents. * Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples. * Understand the need to liaise with agencies responsible for pupils' welfare. * Be able to build strong relationships with parents and carers to ensure communication is maintained so all adults are kept informed about a child’s learning and welfare.   **Managing own performance and development:**   * Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. * Understand their professional responsibilities in relation to school policies and practices. * Set a good example to the pupils they teach in their presentation and their personal conduct. * Evaluate their own teaching critically and use this to improve their effectiveness.   **Managing and developing staff and other adults:**   * Establish effective working relationships with professional colleagues including, where applicable, associate staff. * Make effective use of Teaching Assistants to ensure high quality teaching and learning, providing support and training where necessary. * Be an excellent role model for colleagues and pupils throughout the school and to lead on embedding learning behaviours. | |
| **The postholder is required to:**   * Undertake a systematic study of practice with a consequent programme of self and professional development to ensure that the necessary skill, knowledge and understanding are kept up to date. * Be aware of and comply with all school policies in relation to child protection, health and safety, security, confidentiality and the Data Protection Act. It is expected that all staff keep up to date with current policies. * To play a full part in the life of the school community and support its ethos. * To undertake such other duties which may be regarded as within the nature of the duties and responsibilities for the grade of the post as defined and subject to any reasonable adjustments under the Disability Discrimination Act. Any changes of a permanent nature will be incorporated into the job description.   The school will endeavour to make any necessary reasonable adjustments to the post and working environment to enable access to employment opportunities for disabled post applicants or continued employment for any employee who develops a disabling condition. | |