

Salary:	Teacher's Pay Scale
Responsible to:	Headteacher, Head of Primary Studies, SLT, Phase Lead
Date of Job Description:	17 th March 2022

Purpose of the Role:

You are required to carry out the duties of a school teacher as set out in the School Teacher's Pay and Conditions Document 2020.

Main Tasks and Responsibilities

General Duties:

- To act in accordance with FCAT's policies and procedures.
- To act as a role model and work in accordance with the Trust values: pride, ambition, respect, resilience, integrity and excellence.
- To encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within FCAT and our academies.
- To ensure compliance with the General Data Protection Regulations and maintain confidentiality in your working practices each day. To ensure compliance with FCAT's Health and Safety Policy at all times.
- To adhere to FCAT's Safeguarding policy and procedures to ensure that the duty of care for all staff, including yourself to protect children and young people is maintained.
- Any other tasks and responsibilities reasonably appropriate to this post and grade.
- To attend mandatory training and participate in performance development as required.
- To work in support of the Team FCAT Work and Wellbeing Charter.

Specific responsibilities as a Teacher

Planning, Teaching and Class Management

To teach allocated pupils by planning their teaching to achieve progression of learning by

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- identifying SEND or very able pupils; and plan work to meet their needs
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensuring coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- monitoring and intervening to ensure sound learning and discipline;
- using a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating their own teaching critically to improve effectiveness.
- Manage other adults within the classroom.

Ensure their behaviour management techniques:

- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills

Work effectively in teams and:

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Fully support colleagues and implement school policies at all levels

Acknowledge diversity

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people. Know how to identify potential child abuse or neglect and follow safeguarding procedures.

- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Additional Standard for Nursery and Early Years

To

- take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;
- encourage pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play, and talk as a vehicle for learning;
- manage parents and other adults in the classroom.

Monitoring, Assessment, Recording, Reporting

To

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.

Other Professional Requirements

To

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;

- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.
- take on any additional responsibilities which might from time to time be determined