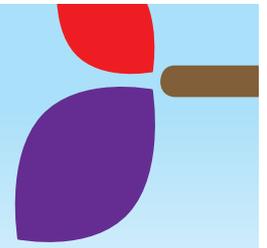
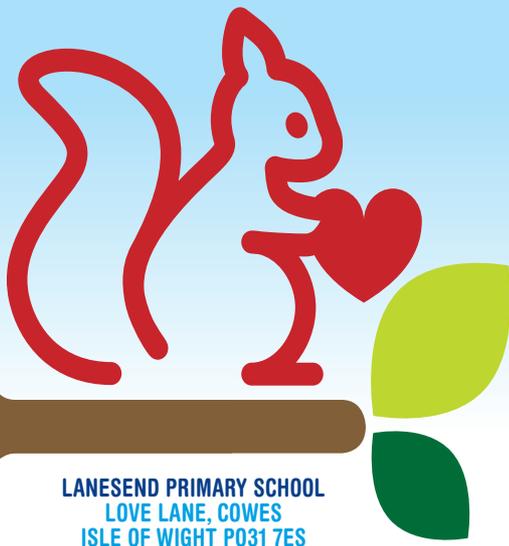


JOB DESCRIPTION



LANESEND PRIMARY SCHOOL
LOVE LANE, COWES
ISLE OF WIGHT PO31 7ES
TEL & FAX: 01983 293 233
E: ADMIN@LANESENDPRI.IOW.SCH.UK
WWW.LANESENDPRIMARY.IK.ORG

NAME: _____

POST: General Teaching Practitioner

To teach pupils within the school and to carry out other such associated duties as are reasonably assigned by the Headteacher.

GRADE: M1 – M6

Teachers will continue to meet the new Teacher Standards 2012 and be working within the Post-Threshold Standards.

RESPONSIBLE TO:

You will be responsible to the Headteacher for your teaching duties and responsibilities and for teaching tasks. You will also be responsible for the supervision of the work of Learning Support Assistants within your classroom, and other adults including students, parents and visitors.

GENERAL DUTIES:

This job description is developed to support the education and welfare of a designated class and group of pupils in accordance with the requirements and conditions of the School Teachers Pay and Conditions Documents and within a range of duties set out in the document relevant to the Postholder's title and salary grade. This document also supports the Teacher Standards 2012 and pays due regard to the requirements of the National Curriculum, the school's aims, objectives and any policies of the Governing Body and Local Authority.

SPECIFIC RESPONSIBILITIES:

- To uphold the management control and rules of the school
- To plan and implement learning of the curriculum
- To identify children with additional educational needs, to create individual education plans and plan and assess their progress (inclusion)
- To manage Learning Support Assistants effectively to enhance pupil attainment
- To assess and monitor pupil attainment
- To communicate through verbal and written communication to pupils and parents regarding learning and progress
- To challenge all pupils and to plan activities that support children with talents and gifts

OTHER RESPONSIBILITIES:

- To fulfill all statutory obligations regarding the year group to which you are assigned
- To organise class timetables and LSA timetables when needed
- To plan and implement additional educational needs programmes
- To monitor progress throughout the curriculum
- To create a stimulating environment for children to learn in
- To make sure the area is safe and risk assessments are carried out
- To enhance the experience of pupils through appropriate training and visits to other settings
- To keep updated in new strategies and initiatives in learning and teaching
- To develop a clear career progression plan and to update on a regular basis
- To be available to mentor ITT students as required by their University regulations

CURRICULUM RESPONSIBILITIES:

You will have specific curriculum subject responsibilities

- To be responsible for the development, implementation and Quality Assurance of your specific curriculum subject responsibilities
- To be responsible for the development of a Skills Curriculum and CPD development throughout the school in these areas
- To introduce relevant curriculum developments, monitor and review impact
- To advise and support colleagues in the teaching of children with CPD throughout the school
- To monitor the implementation of school policies and the quality of provision, including standards achieved in the teaching and learning of children
- To review and update policies and guidelines for the above subjects through consultation and discussion with colleagues
- To advise the Headteacher and staff on the purchase of new materials
- To keep abreast of current curriculum developments, attend appropriate courses, report back to staff
- To take a leading role in the planning of CPD when required
- To ensure appropriate provision is provided and supported throughout the school for children
- To keep abreast of current developments, programmes of support and resources available
- To attend local and national meetings when appropriate

STAFF FOR WHOM RESPONSIBLE:

- The Learning Support Assistants attached to your class and any other LSAs working under your direction
- Visitors, students, and parents in the classroom

The job description may be amended at any time, after discussion with you, but in any case will be reviewed on an annual basis

Signed: _____ Date: _____

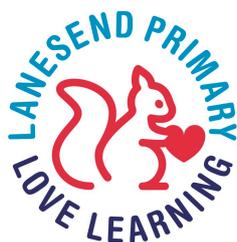
Signed: _____ Headteacher

Also attached

Professional Standards for Teachers
Professional Standards for Post-Threshold Teachers
Conditions of Employment of School Teachers:
<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00091-2012>

TEACHERS' STANDARDS IN ENGLAND FROM SEPTEMBER 2012 INTRODUCTION, LEGAL STANDING AND INTERPRETATION

1. The new Teachers' Standards published by the Secretary of State for Education introduce some significant changes in terms of structure, content and application. This introduction is designed to assist those who will be using the standards to understand those changes and to implement the new standards effectively.
2. The Teachers' Standards contained in this document come into effect on 1 September 2012, though the Teaching Agency will use the conduct elements from 1 April 2012 as a reference point when considering whether a teacher's conduct has fallen significantly short of the standard of behaviour expected of a teacher. They replace the standards for Qualified Teacher Status (QTS) and the Core professional standards previously published by the Training and Development Agency for Schools (TDA), 1 and the General Teaching Council for England's *Code of Conduct and Practice for Registered Teachers*.
3. **The new standards will apply to the vast majority of teachers regardless of their career stage.** The Teachers' Standards will apply to: trainees working towards QTS; all teachers completing their statutory induction period; and those covered by the new performance appraisal arrangements. Part 2 of the Teachers' Standards relating to professional and personal conduct will be used to assess cases of serious misconduct, regardless of the sector in which the teacher works.
4. The new standards define the minimum level of practice expected of trainees and teachers from the point of being awarded QTS. The standards set out in this document constitute the 'specified standards' within the meaning given to that phrase in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003.2
5. The new standards will need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS. Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State's *Requirements for Initial Teacher Training*.3
6. Similarly, Headteachers (or appraisers) will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether a Newly-Qualified Teacher (NQT), mid-career teacher, or a more experienced practitioner). The professional judgement of head teachers and appraisers will therefore be central to appraisal against these standards.
7. The new standards replace the existing Core professional standards, and will be used to assess an NQT's performance at the end of their induction period in employment. The standards themselves do not specify any new or different elements to the expectations placed on NQTs as opposed to those required for the award of QTS. The decision about whether an NQT has met the standards to a satisfactory level at the end of their first year of full employment will therefore need to be made on the basis of what should reasonably be expected of an NQT working in the relevant setting and circumstances, within the framework set out by the standards. That judgement should reflect the expectation that NQTs have effectively consolidated their training, and are demonstrating their ability to meet the standards consistently over a sustained period in their practice.
8. Following the period of induction, the standards will continue to define the level of practice at which all qualified teachers are expected to perform. From September 2012, teachers' performance will be assessed against the standards as part of the new appraisal arrangements in schools.



Presentation of the Standards

9. This document is presented in three parts, which together constitute the Teachers' Standards: the **Preamble**, **Part 1** and **Part 2**.

10. The **Preamble** summarises the values and behaviour that all teachers must demonstrate throughout their careers. **Part 1** comprises the Standards for Teaching; **Part 2** comprises the standards for Professional and Personal Conduct.

11. In order to meet the standards, a trainee or teacher will need to demonstrate that their practice is consistent with the definition set out in the **Preamble**, and that they have met the standards in both **Part 1** and **Part 2** of this document.

12. The new standards are presented as separate headings, numbered from 1 to 8 in **Part 1**, each of which is accompanied by a number of bulleted sub-headings. The bullets, which are an integral part of the standards, are designed to amplify the scope of each heading. The bulleted sub-headings should not be interpreted as separate standards in their own right, but should be used by those assessing trainees and teachers to track progress against the standard, to determine areas where additional development might need to be observed, or to identify areas where a trainee or teacher is already demonstrating excellent practice relevant to that standard.

Progression and Professional Development

13. The new standards have been designed to set out a basic framework within which all teachers should operate from the point of initial qualification. Appropriate self-evaluation, reflection and professional development activity is critical to improving teachers' practice at all career stages. The standards set out clearly the key areas in which a teacher should be able to assess his or her own practice, and receive feedback from colleagues. As their careers progress, teachers will be expected to extend the depth and breadth of knowledge, skill and understanding that they demonstrate in meeting the standards, as is judged to be appropriate to the role they are fulfilling and the context in which they are working.

Date of introduction of the new standards

14. The revised standards come into effect on 1 September 2012, on which date they become the 'specified standards' as defined in Schedule 2 of The Education (School Teachers' Qualifications) (England) Regulations 2003. The Regulations require that in order to be recommended for the award of QTS, in most cases⁴ a person must meet the specified standards that are in place at the time of assessment. Providers of initial teacher training will need to ensure that all trainees who complete their training on or after 1 September 2012 are assessed against the standards that are in place as at the time of assessment, in accordance with the Regulations.

15. NQTs who qualified under the previous standards but started induction on or after 1 September 2012, or have started but not completed induction by 1 September 2012, will need to be assessed against the new standards at the end of their induction.

16. Existing teachers who have already passed induction will be expected to use the new standards instead of the previous Core standards for appraisal, identifying professional development, and other related purposes.

17. When considering new cases of serious misconduct received from 1 April 2012, the Teaching Agency, acting on behalf of the Secretary of State, will have regard to the personal and professional conduct aspects of the new Teachers' Standards document instead of the General Teaching Council for England's (GTCE) *Code of Conduct and Practice for Registered Teachers*. The Teaching Agency will still be able to refer to the GTCE's *Code of Conduct* for any partially completed cases it receives from the GTCE at the point of its abolition.



Threshold assessment 2012/13:

Round 13: Annex A - Professional standards for post-threshold teachers

The professional standards for a post-threshold teacher are set out below:

Post-threshold teachers

(1) Professional attributes

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills, which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

