

## JOB DESCRIPTION RIVER VIEW PRIMARY SCHOOL

**Post:** Teacher  
**Responsible to:** Head teacher

### KEY PURPOSE OF THE JOB

To carry out professional duties of a teacher, in line with the professional standards for teachers and the school teachers pay and conditions document, including those duties particularly assigned to him/her by the Head Teacher.

To be committed to securing and delivering the key functions of the school:

- **Achieving the Highest Standards**
- **Delivering Twenty-first Century learning**
- **Bridging Gaps**
- **Engaging the Whole Community**

### TEACHING

- Plan and teach lessons and sequences of lessons to assigned classes within the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.

### WHOLE SCHOOL ORGANISATION, STRATEGY AND DEVELOPMENT

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure coordinated outcomes.
- Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so; on rare occasions and only in circumstances that are not foreseeable.

### HEALTH SAFETY AND DISCIPLINE

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

### MANAGEMENT OF STAFF AND RESOURCES

- Direct and supervise assigned support staff and where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy delegated resources.

### PROFESSIONAL DEVELOPMENT

- Participate in arrangements for the appraisal and review of own performance, and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for own further training and professional development, and, where appropriate, that of other teachers and support staff including induction.

### COMMUNICATION

- Communicate with pupils, parents and carers.
- To attend meetings, in accordance with school policy.

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## **SAFEGUARDING RESPONSIBILITIES**

The postholder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect of individual children.

To be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

To support the protocols and systems that are in place to address the needs of children with special educational needs and 'children in need' as defined by the Children Act.

To ensure Safeguarding Procedures and the Common Assessment Frameworks are in place, are understood and are implemented within own area of the school.

To ensure child protection procedures and processes are followed within own area of the school.

## **KEY ORGANISATIONAL OBJECTIVES**

The Post holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the school's Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

## PERSON SPECIFICATION: TEACHER (TO MATCH JD ABOVE)

### QUALIFICATIONS AND TRAINING

1. To hold a teaching certificate in Education which is recognised by the DfE
2. A graduate
3. To have evidence of continuing and recent professional development relevant to the post.

### KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE JOB

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications
- Know a range of approaches to assessment, including the importance of formative assessment
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment
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- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities
- 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.

## APTITUDES & SKILLS RELEVANT TO THE JOB

### **Able to:**

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills (d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively (e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
- (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school. (b) Make use of the local arrangements concerning the safeguarding of children and young people. (c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy. (b) 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 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.

## ATTRIBUTES

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- (a) Communicate effectively with children, young people and colleagues. (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working, where appropriate.
- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.