



Ralph Allen School Role Description

This school is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment

Role title	Teacher, main pay range and upper pay range
Date	September 2023
Role purpose	<p>Main pay range As a Main Pay Range teacher you are required to be competent in all elements of the Teacher Standards, to discharge the Teachers Responsibilities as set out in Part 6 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document 2013, and as may be amended by subsequent documents, and to act in accordance with the school's ethos, policies and practices, under the direction of the Head of School or Executive Principal.</p> <p>Upper pay range Paragraphs 1 to 8 below are a Main Pay Range Teacher's Responsibilities as set out in Part 6 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document 2013, and as may be amended by subsequent documents. Upper Pay Range teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Head of School or Executive Principal.</p> <p>In addition to the duties and responsibilities of a Main Pay Range Teacher you are, as an Upper Pay range teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the school are substantial and sustained and to ensure that you discharge the accountabilities in section 3 and, if you are paid at the maximum of the Upper Pay Range, additional accountabilities, also in section 3.</p>
Principal duties and responsibilities	<p>Teaching</p> <ul style="list-style-type: none"> 1.1 Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of student attainment, progress and outcomes. 1.2 Assess, monitor, record and report on the learning needs, progress and achievements of assigned students. 1.3 Set and mark work to be carried out by the student in school and elsewhere. 1.4 Participate in arrangements for preparing students for external examinations.

2. Whole school organisation, strategy and development

- 2.1 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.
- 2.2 Work with others on curriculum and/or student development to secure co-ordinated outcomes.
- 2.3 Supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable).

3. Health, safety and discipline

- 3.1 Promote the safety and well-being of students in accordance with the school's Child Protection and other relevant policies.
- 3.2 Maintain good order and discipline among students in accordance with the school behaviour policy.

4. Management of staff and resources

- 4.1 Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.3 Deploy resources delegated to you in accordance with school policies.

5. Professional development

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

6. Communication

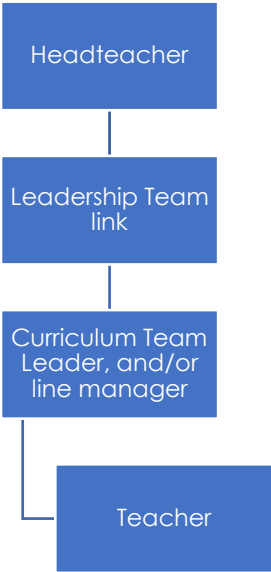
- 6.1 Communicate with students, parents and carers in accordance with the school ethos, policies and practice.

7. Working with colleagues and other relevant professionals

- 7.1 Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- 7.2 Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment.

8. Fulfil wider professional responsibilities

	<p>8.1 Make a positive contribution to the wider life and ethos of the school.</p> <p>As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.</p> <p>This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the line manager in consultation with the postholder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.</p>
<p>3. Upper Pay Range Accountabilities and Additional Accountabilities</p>	<p>Upper Pay Range Accountabilities</p> <ol style="list-style-type: none"> 1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation. 2. 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. 3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications. 4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs. 5. Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher. 6. Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people. 7. 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. 8. Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice <p>Additional Accountabilities for the Maximum of the Upper Pay Range</p> <p>In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:</p> <ol style="list-style-type: none"> 1. Play a critical role in the life of the school. 2. Provide a role model for teaching and learning. 3. Make a distinctive contribution to the raising of student standards. 4. Contribute effectively to the work of the wider team.

	5. Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning.
4. Organisation chart	 <pre> graph TD A[Headteacher] --> B[Leadership Team link] B --> C[Curriculum Team Leader, and/or line manager] C --> D[Teacher] </pre>
5. Person specification	<p>Qualifications</p> <ul style="list-style-type: none"> • DfE recognised Qualified Teacher Status • Degree or equivalent qualification <p>Professional knowledge and experience</p> <ul style="list-style-type: none"> • Experience of tracking student progress • Understanding and/or experience of current developments in the secondary curriculum, and current issues relating to the subject you are required to teach • Understanding of current approaches to assessment, recording and reporting procedures at various levels • Knowledge of the implications for teaching in a multicultural environment • Knowledge and understanding of issues related to equal opportunities and their implications for classroom practices in teaching • Knowledge of the impact of ICT and Virtual Learning Environments in the field of education <p>Professional skills - to be demonstrated to the interviewing panel's satisfaction</p> <ul style="list-style-type: none"> • Ability to liaise with other teaching staff and work in co-operation with colleagues • Ability to motivate students through the use of a variety of teaching methods and the setting of appropriate goals and monitoring of progress • Ability to assess, monitor and report on students' progress • Ability to communicate effectively orally and in writing • Ability to effectively manage, organise and control students' working • Ability to successfully encourage students to reach the highest standards of individual achievement • Ability to adopt flexible teaching and learning strategies • Ability to teach consistently good or outstanding lessons

	<ul style="list-style-type: none"> • Ability to build good working relationships with parents and carers <p>Educational commitment</p> <ul style="list-style-type: none"> • Commitment to the development of schemes of work which will promote positive images and equality of opportunity for all students, irrespective of gender, sexuality, disability or ethnicity; a commitment to the use of a variety of learning styles which will promote the achievement of each individual student. • Commitment to curriculum enrichment • Commitment to the school's vision • Commitment to improving teaching and learning in the subject through personal research and development • Commitment to addressing whole-school issues and cross-curricular themes in the subject, including literacy, numeracy, Student Voice, Assessment for Learning, Personalising Learning, work-related learning and enterprise education • Commitment to the achievement of quality in education by through Continuous Professional Development • Commitment to the development of links between the school, home and the community • Commitment to providing a supportive environment for the students particularly for those with special educational needs • Commitment to developing and using the VLE/ICT for the benefit of students' learning
<p>6. Additional information</p>	<ul style="list-style-type: none"> • This job description only contains the main accountabilities relating to this post and does not describe in detail all duties required to carry them out. • The postholder will at times have access to information of a confidential nature and it is essential that the successful applicant is aware of the need for discretion. • The postholder will at all times carry out his/her duties and responsibilities with due regard to the Governors' support of and commitment to Equal Opportunities Policies. • The postholder will be expected to undertake any appropriate training provided by the school to assist them in carrying out any of the above duties. • The postholder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to • This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. A satisfactory enhanced Disclosure and Barring Service Certificate is required for this post prior to commencement. The postholder will be expected to contribute to the protection of children as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager. • This job description and related documents provides the standards and framework for Performance Management Objectives for a Main or Upper Pay Range Teacher which will be set under the school's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will

	<p>be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of students at that school.</p>
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