Coombe Girls' School
Clarence Avenue, New Malden, Surrey, KT3 3TU
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Job Title	**Main Scale Teacher**
Department or area	
Responsible to: (job title of line manager or immediate superior)	Refer to school organisational structure
Responsible for:	Refer to school organisational structure. Use opportunities to work with colleagues and, where appropriate, manage them in order to share and implement effective practice in the classroom.
Purpose of the post	• To facilitate and encourage learning which enables students to achieve high standards. • To share and support the corporate responsibility for the well-being, education and discipline of all students.
Professional Values and Practice	• Teachers at Coombe demonstrate high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement. • Treat pupils consistently with respect and consideration, and are concerned for their development as learners. • Demonstrate and promote the positive values and attitudes they expect from their pupils. • Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning and their rights, responsibilities, and interests in this. • Contribute to, and share responsibility in, the corporate life of the school; understand the contribution that support staff and other professionals make to teaching and learning. • Able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. • Are motivated and able to take increasing responsibility for their own professional development. • Aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

Main Responsibilities	**Results, Achievements, Standards** • Maintain an up to date knowledge of the professional duties of teachers and the statutory framework in which they work. • Set challenging and relevant teaching and learning objectives based on knowledge of pupils, their achievements and expected standards, using local and national comparative data. • Set clear targets for improvement of pupils' achievements, monitor pupils' progress toward those targets. • Meet the requirements of examination regulations and other forms of assessment as determined by school policy. • Carry out assessment programmes (reports, tracking grades) as agreed by school. • Contribute to the corporate life of the school through effective participation in appropriate processes and management systems. **Teaching and 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. • Teach well-organised lessons, informed by a sound and secure base of subject knowledge. • Use objectives to plan lessons and sequence of lessons • Set appropriate and demanding expectations for pupils' learning and motivation. • Identify pupils with SEN and implement IEPs. • Make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives and use this information to improve own planning and teaching. • Mark and monitor pupils' class and homework providing constructive, oral and written feedback to support pupils as they learn. • Assess pupils' progress accurately using appropriate criteria and provide constructive, formative and summative feedback. • Record pupils' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. • Use this information to help pupils review their own progress and to inform planning. • Use records as a basis for reporting on pupils' attainment and progress orally and in writing for a range of audiences. • Identify and implement a range of suitable opportunities for pupils to develop their literacy, numeracy and ICT skills. **Student Development and Well Being** • Establish a purposeful learning environment conducive to learning where pupils feel safe, secure and confident. • Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. • Deal with inappropriate behaviour in the context of the school's behaviour policy. • Identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties. • Take responsibility for implementing school policies and practices, including those dealing with bullying and racial harassment. **Relationships with Parents, Schools and Community** • Plan opportunities for pupils to learn in out of school contexts. • Liaise effectively with pupils' parents/carers through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress. • Contribute to the extra-curricula programme according to the needs of the school and personal interests **Learning and Growth** • Demonstrate a commitment to reflect on and improve own practice and take progressively increasing responsibility for identifying and meeting own CPD needs.

School Development Plan Focus	Support any school initiatives arising from school development plan**.**
Appraisal	Participate in any arrangements within an agreed national framework for the appraisal of performance.
Key Internal Relationships	Head of Department, support staff.
External Relationships	Parents and local community.
Resource Responsibilities	Select and prepare resources and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural background, with the help of support staff where appropriate.
Budget Responsibilities	N/A
Health and Safety	Maintaining good order and discipline among pupils and safeguarding their health and safety both when authorised to be on school premises and when they are engaged in authorised school activities elsewhere. Have due regard to health & safety in school & Implement school policies relating to health and safety.

Terms of Employment

Time
The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Time Budget policy.

Undertaking other duties as may reasonably be expected
NB This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultations with the post holder.

Records, reports and other written work

The post holder may be responsible for producing, consulting on and presenting written records and reports to: Line manager, Senior Leadership, Governors, other teams/audience (as appropriate).
Other terms as School Teachers Pay and Conditions Document 2005

Agreed by: _____ Date: _____ /_____/_____