

<b>Salary:</b>	Teacher's Pay Scale
<b>Responsible to:</b>	Subject Leads
<b>Date of Job Description:</b>	
<b>Purpose of the Role:</b>	<ul style="list-style-type: none"> <li>Carry out the professional duties of a classroom teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD) and Teacher's Standards.</li> </ul>

### 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.

#### Teaching and Learning:

- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach.

- 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.
- Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
- Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
- Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- 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.
- 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 to sustain learners' progress and to extend and consolidate their learning.

#### **Assessment should:**

- 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.
- Be used as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

- 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.
- 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.
- 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.
- 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.

#### **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.

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#### **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.