

# Job Description



## Classroom Teacher

<b>Reports to:</b>	Faculty/Subject Leader
<b>Salary/Grade:</b>	MPR - UPR
<b>Role Summary:</b>  To meet all requirements of the Teacher's Standards (Sept 2012). Within the designated curriculum area, to implement and deliver the published scheme of work. Shape the learning experience to motivate and encourage students to achieve their full potential. Monitor the progress of students and provide support to ensure personal and academic growth.	
<b>Key accountabilities and responsibilities:</b>  <b>Teaching and Learning</b> <ul style="list-style-type: none"><li>● To deliver the designated programme of teaching as presented in the published scheme of work.</li><li>● To use a variety of delivery methods to stimulate learning, appropriate to student abilities</li><li>● To prepare and update subject materials</li><li>● To ensure a high quality learning experience for students which meets internal and external quality standards.</li><li>● Within the guidance presented in the school Assessment Policy and using appropriate I.T. Systems, to assess record and report on the attendance, progress, development and attainment of students. To take part in Parent Information Evenings.</li><li>● Within the school's marking and homework policy, to set and mark work appropriate to the needs of each student. To provide constructive feedback to facilitate progression</li><li>● To undertake assessment of students as required by internal and external (e.g. examination boards) procedures.</li><li>● To apply the Behaviour Policy to ensure that effective learning can take place. To maintain discipline and use appropriate rewards and sanctions in line with school policy.</li><li>● To ensure that Literacy, Numeracy and ICT opportunities are optimised within the context of the designated teaching programme.</li></ul> <b>Curriculum Provision and Development</b> <ul style="list-style-type: none"><li>● To work with Subject Leader in developing a teaching and learning programme to ensure that the programme remains relevant and up to date</li><li>● To develop resources to enhance the teaching and learning programme for students</li><li>● To contribute to the designated curriculum area and the department's development plan</li><li>● To work with department colleagues in revising schemes of work to reflect external requirements, for example, when changes are made to examination specifications</li><li>● To contribute to the further development of the curriculum area under the guidance of the subject leader</li><li>● To contribute to and/or reflect developments in whole school approaches to teaching and learning</li></ul> <b>Quality Assurance</b> <ul style="list-style-type: none"><li>● To contribute to the process of monitoring and evaluation within the designated subject area. This will be within the school procedures for quality standards and performance, including the analysis and evaluation of annual examination results.</li><li>● In the light of evaluation procedures, each teacher should review their own teaching and learning strategies. As may be required, they should contribute to development work in the designated teaching area and to whole school initiatives focussed on action planning.</li></ul>	

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## Management of Resources

- To contribute to the efficient and effective use of resources within the school, for the benefit of all colleagues and students
- To assist the Subject Leader in identifying resource needs for the designated area
- To contribute to the process of ordering equipment and materials and to work with colleagues to ensure fair and reasonable allocation of resources

## Professional Growth

- To remain committed to the notion of professional growth by participating in the internal and external programme of professional development
- To engage actively in Performance Management. To shape challenging and measurable Performance Management Targets, ahead of the annual dialogue, with a view to further developing teaching and learning strategies and optimising student progression
- In aspiring to career development, to understand the criteria requirements to gain Upper pay Range Status and Upper Pay Range progression and beyond.

## Pastoral Support and Learning

- To be a Form Tutor to an assigned group of students
- To promote the personal and academic progress of individual students and of the Form as a whole.
- To liaise with the Head of Year/Pastoral Team and other support agencies on a needs basis to facilitate progress
- To register students, accompany them to assemblies and encourage them to make the most of the opportunities that the school offers
- To evaluate and monitor the academic progress of students
- To communicate, as appropriate, with parents
- To use the monitoring system as stated in the School Behaviour Policy to ensure that each student is reaching their full potential
- To contribute to the PSHE and Citizenship programme.
- To liaise with safeguarding officers in accordance with school policy if and when appropriate
- To ensure Pastoral Teams are kept informed of any underlying emotional or social factors affecting students' progress

## Meetings

- To attend meetings in accordance with the School's Directed Time budget

## Upper Pay Range Requirements – Teachers wishing to move onto the UPR will need to show:

- They are highly competent in all aspects of the Teachers Standards.
- Their achievements and contribution to the School have been substantial and sustained

## Professional Behaviour

- To be professional, friendly and respectful towards all colleagues, and to address any concerns through proper channels.
- To be professional, friendly, fair and firm with students, demonstrating the sort of politeness and respectfulness that we wish them to emulate.
- To be friendly, helpful and welcoming to parent/carers and others visiting or those making contact with the Trust.
- To provide a good role model for students and staff.
- To support and uphold the aims, values and ethos of the Trust.
- To deal with everyone in the Trust community in a manner which conveys mutual respect.

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- Not to behave towards anyone in the Trust community in a manner which is aggressive, intimidating or demeaning in any way.
- Be smartly and professionally dressed.

## Miscellaneous

- To continue personal development as agreed at performance review meetings.
- To engage actively in the performance review process.
- To play a full part in the life of the Trust community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To comply with the Trust's Health and Safety policy and undertake risk assessments as appropriate.
- To comply with safeguarding policies at all times
- To show a record of excellent attendance and punctuality.
- The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes. Appropriate training will be given to enable the post holder to undertake this new/varied work.

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes. 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.

When there is an emergency or in times of difficulty, absence or sickness, it is necessary to take on a variety of tasks and responsibilities regardless of job description under the direction of the Headteacher or other nominated person.

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 post holder. 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.

***Penrose Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.***