



Lincolnshire Gateway Academies Trust

MAIN PAY SPINE TEACHING JOB DESCRIPTION

Name:

Post:

Accountable to: Assistant Principal / Curriculum Leader

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General

You are required to carry out the duties of a School Teacher as set out in the current School Teachers' Pay and Conditions Document and you are required to carry out such duties as the Principal may reasonably request.

Part 1

Trust expectations/ethos

1. To consistently uphold the Trust's mission statement
2. To work in a polite manner with all colleagues, stakeholders and partners
3. To promote the ethos of the Trust both internally and externally
4. To insist upon the highest possible standards of dress and behaviour from students
5. To work with students and ensure that their highest possible educational attainment is reached
6. To promote the outcomes of Every Child Matters
7. To seek constantly to improve the Trust's image and to assist in promoting our values and ethos



PART 2

Overall Purpose

You should maintain high quality teaching and learning in the classroom.

PROFESSIONAL ATTRIBUTES

You should:

Relationships with children and young people

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.

Frameworks

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.

Communicating and working with others

- (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.

Personal professional development

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.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

You should:

Teaching and Learning

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.

Assessment and Monitoring

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.

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.

Subjects and curriculum

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.

Literacy, numeracy and ICT

Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities



Achievement and 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.

Health and well-being

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.