

JOB DESCRIPTION

POST TITLE:	Teacher
GRADE:	Main Pay Range
WORKING WEEKS:	Full-Time, 195 days per year
REPORTING RELATIONSHIP:	Teachers are members of cohort or phase teams under the leadership and supervision of Phase Leads, the Leadership Team and ultimately the Headteacher
PURPOSE OF POST:	To provide the highest quality of education, care and preparation for life for all pupils in the school in accordance with the Teachers' Standards and school policy

Main Responsibilities

Teaching

1. To work with the phase leaders and other colleagues in the development of appropriate syllabuses, materials, schemes of work and lesson plans, which should engage, stimulate and challenge pupils of all abilities, and should cater for all learning styles. This may include taking responsibility for particular courses.
2. To ensure that all lessons are planned, prepared and delivered with clear adaptations to cater for pupils of all abilities and backgrounds whilst ensuring individual pupil progress.
3. To share in the preparation and delivery of Personal Development elements in all lessons across the curriculum.
4. To employ a variety of interactive teaching methods, appropriate to the age and ability of each individual pupil to promote a love of learning.
5. To impart knowledge and develop understanding through effective use of lesson time.
6. To demonstrate an understanding of and take responsibility for promoting high standards of literacy, oracy and the correct use of standard English.
7. To reflect systematically on the effectiveness of lessons and approaches to teaching.
8. To set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired on a regular basis.
9. To fully incorporate the teaching of skills including literacy, mathematics and communication across the curriculum.
10. To plan and deliver remote education as required in line with school policy.

Assessment, feedback and tracking

11. To know, understand and undertake assessment for the relevant subject and curriculum areas, including fulfilling statutory assessment requirements.
12. To give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.
13. To use relevant data and pupil tracking systems to monitor progress, set targets and plan subsequent lessons.
14. To be accountable for pupil attainment, progress and outcomes.
15. To maintain appropriate records and to complete assessments and reports regarding pupils as required.

Pupil Support, Welfare and Safeguarding

16. To promote the mental health and well-being of individual pupils.
17. To be keenly aware of the responsibility for safeguarding children and to alert pastoral and other staff to problems arising with individual pupils.
18. To demonstrate consistently the positive attitudes, values and behaviour which are expected within the school community based on mutual respect between pupils and staff.
19. To act as a positive role model for pupils, promoting appropriate behaviour for learning and encouraging good practice with regard to punctuality, attendance, standards of work and homework.
20. To register pupils and encourage their full attendance and their participation in other aspects of school life.
21. To ensure pupils comply with policies concerning the use of ICT equipment and observe good practice with regard to online safety.

Communications

22. To communicate effectively with parents and carers with regard to pupils' achievements and well-being.
23. To develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
24. To take part in communication, liaison and reward activities such as open evenings and parent/carer meetings.

Personal Development and Effectiveness

25. To maintain an up-to-date knowledge of the curriculum and utilise a range of teaching methods in line with current research and acknowledged best practice.
26. To engage actively in the Appraisal process, with the aim of improving pupil outcomes and standards of teaching and learning in the school.
27. To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
28. To actively contribute to the wider life of the school by organising and running appropriate extra-

curricular activities.

29. To support and promote the ethos and wider life of the school and to make a contribution to this shared responsibility.
30. To take reasonable care of one's own health and safety and that of others and informing relevant staff of any concerns with regard to health and safety.
31. To adhere to the policies and procedures of the school and Trust and ensure one's individual performance and actions comply with these.

Resources

32. To be informed about the financial basis of the operation of the school and to assist in seeking ways of deploying and maintaining resources to the maximum benefit of the pupils.
33. To maintain the allocated teaching areas to ensure that they are well organised and conducive to a stimulating and exciting learning experience.
34. To supervise the use and care of the school fabric and equipment by the pupils and to ensure their adherence to relevant health and safety regulations.

Miscellaneous

35. Ensure that you work in line with all the Academy/Trust policies and procedures and ensure that you are aware of your obligations under these.
36. Behave according to the Schools Code of Conduct and ensure that you are aware of your obligations and responsibilities re: conflicts of interest, gifts, hospitality and other matters covered by the Code.
37. To comply with health and safety policies, organisational statements and procedures, report any incidents / accidents/ hazards and take a pro-active approach to health and safety matters in order to protect yourself and others.
38. You are required to safeguard and promote the welfare of children/students for whom you have responsibility, or with whom you come into contact, to include adhering to all specified procedures.
39. This post is deemed to be a 'Customer Facing' role in line with the definition of the Code of Practice on the English language requirement for public sector workers.
40. This post is subject to an enhanced disclosure. The successful applicant will be subject to the relevant vetting checks before an offer of appointment is confirmed. Following appointment, the employee will be subject to rechecking as required from time to time by the Trust.

This job description describes in general terms the normal duties which the post-holder will be expected to undertake and has been compiled with reference to the Teachers' Standards. The duties should not be considered as exhaustive and may vary or be added to from time to time without changing either the level of responsibility or the financial remuneration associated with this post.

Last Reviewed: September 2024

TEACHER

PERSON SPECIFICATION

Key

- A - Application Form including letter of application
- S - Selection process
- R - Employment references
- C - Certificates
- D - Enhanced Disclosure and Barring Service Criminal Records Check

		Essential/ Desirable	Stage Identified
1.	Well-presented letter outlining skills, experience and educational philosophy	E	A
Qualifications, Education and Training			
2.	Good honours degree	E	A, C
3.	Qualified Teacher Status for Primary Education	E	A, C
4.	Additional professional qualifications or currently working towards (NSENCO, NPQ)	D	A
5.	Qualifications/awards from sporting/musical bodies	D	A, C
Experience			
6.	Successful school experience demonstrated through work or teaching practice	E	A, S, R
7.	Experience of contributing to the extra-curricular provision of a school	E	A, S, R
8.	Evidence of the ability to create a successful and inspirational classroom environment	E	A, R
9.	Evidence of recent relevant CPD	E	A, S, R
10.	Understanding of current education theory and research	E	A, S, R
11.	Understanding of the features of effective teaching and learning	E	A, S
12.	A degree, specialism or experience of subject leadership in Reading, Writing, Maths, Science, Design Technology, Art, PE, Languages, Early Years	D	A, S, R
13.	Experience across the whole primary age range	D	A, S, R

		Essential/ Desirable	Stage Identified
	Knowledge and Skills		
14.	Ability to use ICT effectively to support learning	E	S, R
15.	Understanding of age-related expectations	E	A, S
16.	Understanding and commitment to raising standards, target setting and reviewing performance	E	A, S
17.	Understanding of inclusion issues	E	S, R
18.	Awareness of current legislation, policies and guidance on the safeguarding of pupils and the promotion of their well-being	E	S, R
19.	Ability of plan effectively using the NC and other frameworks	E	A, S, R
	Personal Attributes		
20.	Commitment to own professional development and willingness to undertake training	E	A, R
21.	Ability to reflect on and develop own practice	E	S, R
22.	Persistence and resilience	E	S, R
23.	Commitment to setting high expectations for pupils and for them self	E	S, R
24.	Commitment to safeguarding pupils and suitability to work with young people	E	S, R, D
25.	Proven record of quality relationships with colleagues and children	E	S, R
26.	Ability to work in ways that promote equality of opportunity, participation, diversity and responsibility	E	S, R
27.	High level of personal effectiveness including good organisational, planning and prioritisation skills and ability to meet deadlines	E	A, S, R
	Special Requirements		
20.	Ability to form and maintain appropriate relationships and personal boundaries with children	E	D
21.	Suitability to work with children/young people	E	D
28.	The ability to communicate at ease and provide advice in accurate spoken English	E	S

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments are subject to satisfactory references.