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|  | JOB DESCRIPTION |  |

**Teacher (Primary Phase)**

## TITLE OF POST: Teacher

# ACCOUNTABLE TO: Head of Primary phase and ultimately, the Headteacher

# Responsible for: Personnel and resources as assigned

* Take responsibility for standards of learning, teaching, curriculum provision and pastoral care in a Foundation Stage class.
* Through reflective practice, provide a dynamic curriculum which values play, exploration and inclusion.
* Ensure excellent progress for children across all areas of development through effective observation, assessment and planning.
* Create a stimulating environment which supports learning.
* Support parents to become competent and confident educators who are actively involved in their child’s development

1. **School Mission Context**
   1. To actively support the School’s ethos and work positively and supportively in accordance with the School’s plans, policies and procedures each with the core purpose of the pursuit of educational excellence.
   2. To plan, implement, monitor and review the work and the use of resources for which responsible in the best interests of the School
   3. To promote and celebrate a positive image and successes of the School and, in particular, fostering a good relationships with stakeholders, the local community and parents / carers.
   4. To acknowledge and act upon the necessity for personal professional development and participate in the School’s scheme for Performance Management.
   5. To use every opportunity to act as a role model of professional conduct and presence with colleagues, students and the wider community, demonstrating high personal standards of expertise, commitment and service to the School.
2. **Curriculum Management**
   1. To contribute to the School’s Mission Statement and Development Plan by working collaboratively with appropriate colleagues in the composition, implementation and evaluation of an agreed School Plan, supporting and applying the strategic policies of the School.
   2. To ensure effective student-centred delivery of the National Curriculum / Strategy Guidelines, EYFS by the careful consideration and implementation of appropriate Schemes of Work and appropriate styles of teaching and learning and methods of delivery.
   3. To support Line Managers in co-operating fully in School monitoring procedures of the quality of teaching and learning, thus securing a consistency of commitment to the highest standards and that appropriate legislative requirements are met.
   4. To support Line Managers in adhering to School assessment, recording and reporting processes and deadlines for all classes assigned, ensuring that formative, diagnostic and summative processes are accurately recorded within the deadlines assigned and meet the needs of the students, parents and national requirements.
   5. To undertake and present, as required, effective lesson planning, assessments and other marking, the protocols, polices and deadlines as assigned, maintaining a Record Log / Planner showing lessons delivered, and those to be delivered, at least one week in advance as required by the Head of School and/or Line Managers.
   6. To participate fully in meetings arranged which relate to the curricular, administrative and pastoral arrangements of the school, including Parents’ Consultation Days or events, Daily Briefing and Professional Development Days.
   7. To support Line Managers in supporting the delivery and evaluation of Key /Core Skills development, ensuring a consistency of high quality approaches to teaching and learning throughout the curriculum.
   8. To keep abreast of current local and national curriculum developments, ensuring effective dissemination amongst appropriate colleagues as a feature of professional development.
   9. To work collaboratively in the implementation of all School policies, such as Special Needs, Equal Opportunities or Assessment, ensuring that such policies are consistently reflected in the teacher’s own professional relationships and activities.
3. **Staff Management**
   1. To collaborate in the development of a climate of mutual support in which self-confidence and self-esteem can grow and effective teams established and nurtured.
   2. To share responsibility for the training and development of colleagues within the area assigned, including the induction of newly qualified or unqualified teachers, and student teachers, acting if/when appropriate as Team Leader in the Performance Management procedures.
   3. To ensure that monitoring, evaluation and celebration are explicit in the postholder’s own professional development, meeting regularly with Line Managers to discuss the planning, implementation and review of objectives.
   4. To work co-operatively in consultative procedures as a two-way channel of communication with Line Managers and to attend and positively contribute to regular and meaningful professional meetings as reasonably required.
   5. To liaise effectively with all relevant colleagues, specifically including Learning Support staff and collaborating in the sharing of good practice, team teaching, lesson observations and in the monitoring of students’ work.
4. **Student Management**
   1. To take a lead in the implementation of the pastoral aims and objectives of the School at classroom and Tutor level in association with the relevant Line Managers, actively pursuing ways of celebrating student successes at every level and proactively advising students regarding moral issues, positive citizenship and ownership of their own learning.
   2. To set and take action to fulfil the highest expectations of standards of achievement, attendance and behaviour, establishing and maintaining managerial systems to maximise student safety, well being and development.
   3. To identify students with particular needs, liaising with appropriate colleagues and outside agencies to ensure that individual student needs are met, notably working collaboratively with any learning support assistance assigned in support of student learning.
   4. To have oversight of the work and behaviour of all students in the classes or groups assigned, proactively taking appropriate action in matters of academic progress, care and discipline in relation to the learning situation.
   5. To act as a member of a pastoral team, attending Year and other School assemblies and leading form-based Personal and Social Education programmes and activities as required.
5. **Resource Management**
   1. To advise the Line Manager on any aspect of the School’s timetable, resource deployment or matters of professional concern.
   2. To actively support Line Managers in exercising effective care over the organisation, accommodation, movement and teaching resources of the School to ensure most efficient and effective use with minimal loss damage or wastage.
   3. To manage the classroom effectively, paying particular regard to the maintenance of a purposeful, safe and stimulating learning environment and the security of School equipment and resources.
   4. To participate fully, accurately and within deadlines assigned in all administrative and organisational tasks as reasonably directed by the appropriate Line Managers, including diligent undertaking of role within duty teams as reasonably assigned.
6. **Membership of Committees and Groups**
   1. As reasonably assigned
7. **Specific Responsibilities**

This job description will be reviewed at least annually as part of the Performance Management process to reflect changing School and individual needs. Consultation between the post holder and the Headteacher is considered a vital part of this review process. The text should be viewed as an application of the Job Description for teachers as contained in the current and subsequent editions of the School Teachers Review Body Report unless specifically amended in this document or in the contract of employment for teachers at Loxford School of Science and Technology.

Signed …………………………………….. A Johnson (Headteacher)

Signed……………………………………… (Postholder)

PRINT…………………………………….. (Postholder) Date……………………