

Designation: Teacher

Department: Byron Primary School

Responsible to: The Head Teacher /Middle Leader

Name:

Date:

1. Main Purpose of Job

- (i) Carry out general professional duties of a teacher as circumstances may require under the reasonable direction of the head teacher.
- (ii) Carry out particular duties as may reasonably be assigned under the direction of the head teacher.
- (iii) Carry out, participate in and/or train in the following professional duties in a positive manner, inspiring trust and confidence; building team commitment; engaging and motivating pupils to improve the quality of their learning:
 - a. teaching
 - b. assessment and reporting
 - c. appraisal and review of performance
 - d. induction, review and further training and development
 - e. educational methods
 - f. discipline and health and safety
 - g. staff meetings
 - h. cover
 - i. external examinations
 - j. management and administration
 - k. Any other reasonable activities or duties relating to pupil welfare and the smooth running of the school

2. Accountability – Main Scale

The following are professional duties which a teacher may be required to perform:

- (i) Maintain the practice that meets the Professional Standards for Teachers in England (DfE 2012)
- (ii) Teach a designated group of pupils having regard for the school curriculum
- (iii) Prepare long, medium and short-term curriculum plans that meet childrens' educational needs consistently and effectively both in school and elsewhere

- (iv) Assess, record and report on the development, progress and attainment of pupils, taking into account prior attainment
- (v) Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned
- (vi) Provide guidance and advice to pupils on educational and social matters
- (vii) Advise and co-operate with the head teacher and other teachers on the preparation and development of curriculum organisation, courses of study, teaching materials, teaching programmes, methods of teaching and assessment, home learning and pastoral arrangements for an assigned group of pupils and a specialist area of the curriculum
- (viii) Make records of and reports on the personal and social needs of pupils
- (ix) Communicate and consult with the parents of pupils and persons or bodies outside the school
- (x) Participate in appraisal, target setting and reviews of self and other teachers
- (xi) Co-operate with the head teacher and others on the preparation and achievement of the school improvement priorities
- (xii) Co-ordinate and manage the work of other teaching and non-teaching staff
- (xiii) Carry out regular reviews of own teaching methods and time management and have due consideration for own well-being
- (xiv) Participate in further training and professional development including undertaking training and development that supports appraisal targets or the meeting of Newly Qualified Teacher standards
- (xv) Participate in meetings at the school which relate to the curriculum, administration, organisation and pastoral arrangements
- (xvi) Maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when engaged in authorised school activities elsewhere
- (xvii) Supervise and so far as is practicable, teach any pupils whose teacher is not available to teach them, except in the case of a teacher who is employed wholly for the provision of such cover, for up to 38 hours in any school year
- (xviii) Participate in arrangements for preparing and supervising pupils for public examinations and assessing pupils for the purposes of such examinations; recording and reporting such assessments. This does not include invigilation in examinations where a teacher's professional skills and judgements are not required
- (xix) Contribute to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new

teachers and teachers serving induction periods pursuant to the Induction Regulations

- (xx) Participate in meetings arranged for any of the purposes described above
- (xxi) Participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for teachers in the school. This does not include clerical or administrative tasks which do not call for the exercise of a teacher's professional skills and judgement (as first published in Annex 3 of the School Teachers' Pay and Conditions Document 2008)
- (xxii) Contribute to the achievement of and help to maintain the school mission, aims and values
- (xxiii) Contribute ideas, opinions, and evaluations to support the preparation of the school improvement plan
- (xxiv) Act in accordance with the race, gender and disability discrimination scheme and equal opportunities
- (xxv) Undertake the duties as required by corporate and directorate action plans

3. Accountability – Post-threshold

In addition to the professional duties listed in section 2, post-threshold teachers may be required to perform the following:

- (i) Contributes significantly, where appropriate, to implementing and evaluating workplace policies and practice and to promoting collective responsibility for their implementation
- (ii) Have extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential
- (iii) Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications
- (iv) Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs
- (v) Have a more developed knowledge and understanding of their subject/curriculum areas and related pedagogy including how learning progresses within them
- (vi) Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people
- (vii) Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning

objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge

- (viii) Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- (ix) Promote collaboration and work effectively as a team member
- (x) Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

4. Specific Duties - Subject Leader

- (i) Lead and manage a subject/s of the National Curriculum having a whole school overview of planning, delivery and assessment
- (ii) Keep up to date with curriculum development
- (iii) Assess and evaluate standards in the subject and analyse by groups so that targeted intervention, training and support as well as curriculum changes can be made
- (iv) Train other staff in how to plan, teach and assess the subject
- (v) Prepare support materials to help teachers to plan, teach and assess effectively
- (vi) Have high expectations of pupils and staff
- (vii) Keep parents and governors informed about and up to date with the curriculum subject
- (viii) Prepare a purchasing plan and hold a budget for resources
- (ix) Ensure resources are stored so that they remain in good condition and easily accessible
- (ix) Liaise with school leaders about plans for improvements and if necessary, prepare, manage and evaluate an action plan

5. Person Specification

Has a DfE recognised teaching qualification

Keeps up to date with developments in teaching and learning

Has the ability to create an exciting, clear and tidy learning environment that supports the development of appropriate pupil attitudes, skills, knowledge and understanding relevant to their age and stage of development

Can work in effective collaboration with team members, making a valuable contribution and acting on advice to improve their practice and raise standards

Improves standards of teaching by applying that which they have learnt in training

Can create a happy, secure, respectful and stimulating atmosphere

Can skilfully apply strategies to include all children so that they integrate, socialise, learn and are able to make a positive contribution

Commits to and implements school policy and procedures effectively

Has appropriate ICT skills to enable efficient and effective teaching and management

Has proven interpersonal and communication skills and a strong commitment to maintaining friendly relationships with all members of the school community and external agencies

Demonstrates highly effective organisation and time keeping skills

Has the ability to maintain discipline with firmness, kindness, patience, sympathy and consistency

Has a desire to develop further areas of curriculum and management expertise

Has a flexible approach to change and development initiatives

Shows energy, stamina, resilience and a strong sense of humour

Has a willingness to contribute to the wider aspects of school life such as by attending special events and/or running an after school club

6. Organisation

The post holder is responsible to the head teacher and other senior leaders and line managers

The post holder may have direct responsibility for supervising a member of the support staff

The post holder will have daily contact with members of the school staff, pupils and parents and also some contact with governors, Local Authority representatives, and other agencies or statutory bodies as appropriate

7. Financial Accountabilities

If the post holder is a subject leader, they will have delegated responsibility for a curriculum or management budget and for monitoring and evaluating expenditure of this budget

8. Working Environment

The post will be based in a school environment but will also require the post holder to attend meetings, conferences, school trips and other events at any designated venue or location, some of which may be residential

Signed Post holder _____

Signed Head Teacher _____