Cherry Garden

Job Description 2017

Teacher MPG 1-3

The appointment of a Teacher is subject to QTS status and the current conditions of employment for teachers contained in the School Teachers’ Pay and Conditions Document (STCPD) and other current legislation.

This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the appraisal process.

This job description includes references to:

* The School Development Plan
* Professional Standards for Teachers
* Teacher Appraisal
* Ofsted’s School Inspection Framework

Part 1: Recruitment

This section sets out the core requirements of the post and will be used to recruit to the post.

**General description of the post**

The holder of this post is expected to carry out the professional duties of a post-induction teacher as described below, as circumstances may require and in accordance with the school’s policies under the direction of the Headteacher. The post-holder is required to fully support the vision, ethos and policies of the school.

**Values and behaviour**

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position;
* having regard for the need to safeguard students’ well-being, in accordance with statutory provisions;
* showing tolerance of and respect for the rights of others and not undermining fundamental British values, including:

 - democracy, the rule of law, individual liberty and mutual respect, and

 - tolerance of those with different faiths and beliefs;

* ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**Responsibilities**

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

**Duties**

* Setting clear and challenging targets that build on prior attainment for each student.
* Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
* Setting, tracking, evaluating and reporting on progress towards individual student targets.
* Monitoring pupils’ work through ongoing recording of progress following the school guidelines which includes recording for progress in curriculum areas and IEP progress. Evidence using a sample of work, annotated photographs and/or video.
* Giving every child the opportunity to reach their potential.
* Teaching allocated pupils by planning to achieve progression of learning.
* Assessing how well learning objectives have been achieved and using them to improve specific aspects of teaching.
* Working in partnership with parents/carers
* Working collaboratively with a multidisciplinary team of professionals
* To support and lead other staff/volunteers in the classroom.
* Supporting team commitment with colleagues through collaborative planning.
* Reporting to parents to discuss and review progress.
* Attending SEN meetings and providing the relevant documentation to support the review.
* To lead on performance management for support staff in your class with support from SLT as necessary.

Part 2: Assessment of Performance

This section relates directly to the relevant teacher standards and sets out the expectations by which a teacher’s performance will be assessed through the appraisal process.

**1. Student Achievement and Standards**

**Standards**

**Promotes good progress and outcomes by students (2)**

* Is accountable for students’ attainment, progress and outcomes.
* Plans teaching to build on students’ capabilities and prior knowledge.
* Guides students to reflect on the progress they have made and their emerging needs.
* Demonstrates knowledge and understanding of how students learn and how this impacts on teaching.
* Encourages students to take a responsible and conscientious attitude to their own work and study.

**Adapts teaching to respond to the strengths and needs of all students (5)**

* Knows when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
* Has a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these.
* Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students’ education at different stages of development.
* Has a clear understanding of the needs of all students, including those with special educational needs and medical needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
* Has the ability to manage pupils with a range of medical needs within a specialist setting.

**Makes accurate and productive use of assessment (6)**

* Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
* Makes use of formative and summative assessment to secure students’ progress.
* Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
* Gives students regular feedback.
* Competent in delivering medical interventions as needed, for example gastro feeding as required.

**Performance Expectations**

* Works with other colleagues to calculate key outcomes for individual pupils.
* Uses data and information from previous teachers to plan lessons and ensure teaching meets the needs of each pupil.
* Uses performance data to analyse progress and identify under achievement of pupils.
* Plans effectively for differentiation within the lesson structure and applies appropriate teaching strategies to meet the needs of individual pupils.
* Makes accurate and meaningful assessments, tracks and reports progress.
* Keeps up to date, accurate and thorough records of assessment of pupils’ work, and uses this assessment to inform planning and teaching strategies.

**2. The quality of provision**

**Standards**

**Demonstrates good subject and curriculum knowledge (3)**

* Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students’ interest in the subject, and address misunderstandings.
* Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
* Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.
* If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics.
* If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies.

**Plans and teaches well-structured lessons (4)**

* Ensures learning is maximised by using classroom management techniques.
* Promotes a love of learning and children’s intellectual curiosity.
* Plans out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
* Reflects systematically on the effectiveness of lessons and approaches to teaching.
* Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).

**Performance Expectations**

* Ensures that subject knowledge and knowledge of child development stages are thorough and promoted in class to engage the interests of pupils taught.
* Ensures that all students develop their skills as learners. well organised and creative lessons that are balanced between teaching of skills and enabling learning.
* Set home based learning activities in line with parental requests and provides feedback to pupils.
* Develops other activities that extend pupils’ learning outside the classroom and their wider interests.
* Regularly reviews the success of lessons and half termly planning in the first week of every half term as part of the school procedures.
1. **Behaviour and safety of students**

**Standards**

**Sets high expectations which inspire, motivate and challenge students (1)**

* Establishes a safe and stimulating environment for students, rooted in mutual respect.
* Sets goals that stretch and challenge students of all backgrounds, abilities and dispositions.
* Demonstrates consistently the positive attitudes, values and behaviour which are expected of students. (1)

**Manages behaviour effectively to ensure a good and safe learning environment (7)**

* Has clear expectations and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.
* Has high expectations of behaviour, and establishes a range of strategies such as using praise and rewards consistently.
* Manages classes effectively, using approaches which are appropriate to pupils’ needs in order to engage and motivate them.

**Performance Expectations**

* Consistently greets students on entry to class /lessons.
* Ensures the classroom has stimulating displays, as appropriate, that are updated regularly and relevant to the class
* Ensures that expectations are appropriately challenging for all groups and abilities.
* Is a positive role model in terms of professional attitude, enthusiasm, conduct and appearance. To lead by example in terms of their commitment to learning.
* Ensures good behaviour and co-operation, a code of conduct and ensuring a mutually respectful learning environment.
* Ensure pupil behaviour is assessed, appropriate strategies put in place ( Individual behaviour Plan) and incidents of behaviour recorded and reviewed on a regular basis.
* Ensure that all staff follow the pupil’s ‘Individual Behaviour plan’ consistently.
* Develops a range of skills to ensure that are able to regulate their own behaviour, for example use of communication systems, motivators, functional and engaging activities.
* Maintains an appropriate teacher/pupil partnership relationship.
* Acts clearly and decisively when behaviour strategies need to be applied.

**4. Leadership and Management**

**Standards**

**Fulfils wider professional responsibilities (8)**

* Makes a positive contribution to the wider life and ethos of the school.
* Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* Deploys support staff effectively.
* Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
* Communicates effectively with parents with regard to students’ achievements and well-being.

**Performance Expectations**

* Takes part in open evenings and other promotional events and offers support to extra-curricular activities.
* Works with other colleagues in school participating in coaching and mentoring.
* Leads class team with support from SLT as necessary.
* Ensures their own development is a key priority.
* Makes full use of the school appraisal and CPD programme and opportunities that arise.
* Makes clear, accurate, courteous and well-informed communication with parents at both formal events and through informal contact throughout the year.

# Special Conditions of Service

The post holder may be required to work outside of normal school hours on occasion, with due notice.

Because of the nature of the post candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to CRB checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate, the nature of such convictions.

This job description will be reviewed annually.

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| --- | --- |
| HEADTEACHER | POST-INDUCTION TEACHER |
|  | DATE |  | DATE |
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