

JOB DESCRIPTION

TEACHER MPS/UPS



Post: Teacher
Grade: Main Pay Scale/Upper Pay Scale
Responsible to: Head of Department

This appointment is with the Governing Body of Saint Pius X Catholic High School under the terms of the Catholic Service contract signed by the governors as the employers. It is subject to the current conditions of service and other current employment legislation.

All teachers must meet the Teachers' Standards (attached as an appendix). These must be read in conjunction with this job description.

PERSONAL AND PROFESSIONAL CONDUCT

All teachers are expected to:

- Demonstrate consistently high standards of professional and personal behaviour.
- Be a good role model for students by maintaining high standards of punctuality, attendance, professional dress and behaviour in accordance with whole school expectations, policies and procedures.
- Create a safe and secure environment for students, rooted in mutual respect, as part of the Catholic ethos of the school.
- Support the wellbeing of students and comply with policies and procedures on behaviour management, child protection, health and safety and data protection.
- Ensure high quality teaching and learning resulting in good progress.
- Be accountable for the attainment and progress of students taught.

TEACHING, LEARNING and ASSESSMENT

All teachers are expected to:

- Have secure subject knowledge to help foster and maintain students' interest in the subject and address misconceptions.
- Plan, prepare and deliver lessons that are well structured and engaging and where expectations of all students are high.
- Promote high standards of literacy, oracy and numeracy.
- Respond to the needs of all students including those with special educational needs; those of high ability; those who are disadvantaged; and use teaching approaches to improve their progress.
- Utilise support staff effectively within the classroom.
- Develop the confidence of students so they can become more active and independent learners.
- Set high expectations for students' behaviour and manage behaviour effectively within the classroom to ensure an effective learning environment.
- Mark and assess students' work, and give regular, effective feedback.
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- Record, report on and monitor students' progress within departmental and whole school requirements.

OUTCOMES FOR STUDENTS

All teachers are expected to:

- Ensure students make good progress through acquiring and consolidating the necessary knowledge and skills required for the subject
- Track and monitor the progress of students using school data management systems, intervening appropriately and evaluating the impact of any intervention put in place.
- Evaluate assessment information for individuals, groups and cohorts presenting reports to the Head of Department as required.

WIDER PROFESSIONAL RESPONSIBILITIES

All teachers are expected to:

- Be reflective practitioners, evaluating and improving practice and participating in training.
- Keep up-to-date with research and developments in teaching and learning.
- Work collaboratively with colleagues on department and whole school initiatives.
- Establish and maintain effective working relationships with parents so they can support their child's learning and progress including attending consultation and other meetings as appropriate.
- Effectively manage the behaviour of students outside the classroom.

Teachers are also expected to undertake any other duties as specified by the School Teachers' Pay and Conditions document at the request of the Headteacher.

APPENDIX

TEACHER STANDARDS

Teachers make the education of their pupils 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.

TEACHING

A teacher must:

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate 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, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational 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.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils 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 pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- 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 pupils' 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.