

Teacher - Job Description

Responsibilities

Subject to the policies and procedure of the school, the duties of teachers are to perform such tasks as the Headteacher shall direct having reasonable regard to overall workload related to the following categories:

- a) Teaching a class and planning all necessary work accordingly
- b) Developing the school curriculum
- c) Assessing, recording and reporting the work of pupils
- d) Preparing pupils for assessment
- e) Providing advice and guidance to pupils on issues related to their education
- f) Promoting and safeguarding the health, welfare and safety of pupils
- g) Working in partnership with parents, support staff and other professionals
- h) Undertaking appropriate and agreed continuing professional development
- i) Participating in issues related to school planning, raising achievement and individual review
- j) Contributing towards good order and the wider needs of the school

KEY DUTIES ASSOCIATED WITH AREAS OF RESPONSIBILITY

Curriculum

It is expected that, within the guidelines of the authority and within each school's framework for the delivery of the curriculum, all teachers will undertake, individually, and collaboratively as appropriate, duties allocated from the following list:

- Teach assigned classes
- Plan coherent and progressive teaching programmes that match pupils' needs and abilities
- Develop teaching and assessment materials
- Use the results of assessment to evaluate and improve teaching, and the learning and attainment of pupils
- Set and maintain targets and the pace of work for all pupils
- Prepare pupils for internal and external assessments
- Assist with the administration of internal and external assessments
- Record, monitor and report on pupil progress
- Meet with parents/carers to report on pupil progress and on-going educational needs
- Contribute to the effective running of stage/curricular area/subject/department
- Contribute to development planning, evaluation and quality improvement processes

Care and Welfare

It is expected that, within the guidelines of the authority, and within each school's framework for the care and welfare of pupils, all teachers will undertake, as appropriate, duties allocated from the following list:

- Maintain classroom discipline and promote positive behaviour
- Promote and safeguard the health welfare and safety of pupils
- Provide advice for pupils as appropriate
- Monitor and take appropriate action in relation to routine aspects of the attendance, behaviour and progress of these pupils
- Contribute to the planning and transfer of pupils across transitional stages
- Communicate with parents/carers, as appropriate



Montpelier Primary School

Collegiate

It is expected that, within the guidelines of the authority, and within each school's framework for collegiate activities, all teachers will undertake, as appropriate, duties allocated from the following list:

- Engage in the process of curriculum development in collaboration with colleagues
- Contribute to the planning, development and implementation of policies
- Participate in the induction of new colleagues and student teachers
- Work in collaboration with other professionals
- Collegiate duties may be undertaken on an authority, cluster, whole school, stage basis and in the stage/curricular area/ subject/department of each teacher.
- Where required to be involved in school to school support activities

Professional Development

It is expected that, within the guidelines of the authority, and within each school's development framework, all teachers will undertake professional learning and development, as agreed with their designated line manager:

- Participate in the annual Professional Review and Development process
- Undertake appropriate, and agreed, continuing professional development.

Allocation of Duties

Teachers are accountable, through appropriate line managers, to the Head Teacher and, in turn, through him/her to the Governing Body.

Following a process of consultation, each teacher's line manager will determine the particular duties that they will carry out, and which may vary, as required.



Montpelier Primary School

Teacher Person Specification – Selection Criteria

Essential

Qualifications

- Qualified Teacher Status / NQT included
- Appropriate experience of teaching classes across the age range and ability range

Skills

- Ability to use technology to enhance teaching and learning
- Willingness to undertake professional development activities
- Evidence of participation in relevant development activities
- Ability to communicate clearly and effectively with pupils, with parents and with other teachers, and in a range of
- Evidence of effective communication with pupils, with parents and with other teachers interpersonal skills
- Good listener, courteous, tactful. Relates well to young people
- Sympathetic listener, supportive of pupils and colleagues

Implementing Change

- Willingness to be involved in current developments and to contribute to discussion
- Ability to present an environment for learning which is dynamic, stimulating and creative
- Ability to work in a friendly and considerate manner within and across school teams

Desirable

- Evidence of involvement in stage/departmental/whole school developments
- Knowledge of current curricular issues.
- Commitment to the process of self-evaluation including school development planning
- Evidence of involvement in stage/departmental/whole school development
- Ability to foster a positive ethos.
- Willingness to contribute to the wider aspects of school life
- Evidence of previous experience in creating a positive ethos
- Ability to motivate young people and to promote good order and discipline among pupils within the parameters of school policy.
- Commitment to care and welfare of pupils
- Evidence of promoting learning with a productive, disciplined and caring environment
- Ability to establish positive relationships with parents and the community

Whole School Involvement

- Willingness to participate in whole school activities
- Evidence of participation in whole school activities/working groups
- Is familiar with strategies to promote inclusion, achievement and attainment