

# Job Description

## Key purpose of the job:

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay & Conditions document, having due regard to the requirements of the National Curriculum and LA and school policies. To ensure the appropriate levels of development for pupils within class group.

## Duties and Responsibilities

1. The teacher will work in liaison, contact and co-operation with:
  - other members of staff;
  - members of borough support and advisory services;
  - organisations and networks relevant to the teacher's duties;
  - Parents, governors and the local community.
2. The teacher will work within the framework of:
  - National legislation, including Education Acts from 1944 to 1993, the SEN Code of Practice and the School Teachers' Pay and Conditions Act 1991;
  - School policies and guidelines on the curriculum and school organisation;
  - LEA policies and guidelines, in particular those relating to curricular aims and principles, and to race and gender equality.
3. To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupil in the class.
4. To teach a class, or classes, sets, groups or individual pupils, and to set tasks to be undertaken both at school and elsewhere, having regard for the requirements of the national curriculum.
5. To mark and assess pupils' work, and to record their development, progress and attainment, both at school and elsewhere, having regard to the requirements of the national curriculum and to inform future planning and ensure differentiation.
6. To maintain good order, discipline and respect for others among pupils; to promote understanding of the school's rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning.
7. To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

8. To maintain an attractive, stimulating learning environment; to contribute to displays in the school as a whole.
9. To take part in whole-school reviews of policy and aims, and in the revision of formulation of guidelines.
10. To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils, having regard to the requirements of the national curriculum.
11. To evaluate and review own teaching methods, materials and schemes of work, and to make changes as appropriate. To participate fully in St Mark's Performance Management arrangements.
12. To keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings; and to participate in national or local arrangements for appraisal of staff performance.
13. To take part in the corporate life of St Mark's by, for example, attending and preparing children for assemblies, registering the attendance of pupils, and supervising pupils before and after school sessions.
14. To supervise, and so far as practicable to teach, any pupils whose teacher is absent.
15. To play a full part in curriculum development work undertaking key tasks and responsibilities as agreed within the curriculum group.
16. To participate in the production, and continuous evaluation and review, of whole-school policy and guidelines.
17. To participate in review of learning materials, and of relevant equipment, and on the allocation of these resources within the school.
18. To support new members of staff and supply teachers with the school's policy and guidelines, and to assist them in practical implementation when appropriate.
19. To participate in in-service workshops, meetings, sessions and activities with other members of staff.
20. To organise displays of children's work to show recognition and affirmation to the children themselves, and in this way provide stimulus and ideas for colleagues and information for parents.
21. To participate in periodic reviews of pupil and class performance in order to monitor progression in order to determine future priorities.

22. To work with curriculum leaders to ensure that there is continuity across year group and phase.
23. To keep abreast of new thinking and practice, by attending courses and in-service sessions, and by reading relevant books, articles, newsletters, documents, etc.
24. To give information to, and collect and disseminate information from, schools to which pupils transfer whenever appropriate.
25. At all times to carry out responsibilities/duties with due regard to the Council's equal opportunities employment policy.
26. To ensure that subject-matter and learning resources reflect Borough and school policies on equality, and that the implications of these policies are borne in mind in relation to all tasks and duties.
27. To adhere to all Health and Safety Policies and ensure that a safe environment is provided for children, staff and parents and other members of the public.

### **Confidentiality**

The nature of the job requires a high degree of initiative, confidentiality, tact and discretion when giving or receiving information, which could be confidential.

### **GENERIC DUTIES:**

To achieve high quality educational outcomes for pupils and personal appraisal targets as agreed with your line manager.

To undertake relevant training and development, including meetings, supervision, seminars and other events.

At all times carrying out responsibilities and duties in accordance with all relevant legislation, codes of practice and St Mark's policies and procedures.

To undertake additional duties commensurate with the grade as directed by your line manager.

### **UPS1-UPS3 TEACHERS**

In addition to the duties assigned to as a class teacher and subject leader, you will:

Act a role model of exceptional practice in teaching, learning and professional behaviour;

Provide lesson demonstrations linked to agreed objectives or to development issues;

Demonstrate teaching strategies either through staff meetings, INSET or targeted groups of staff;

Monitor and evaluate teaching and learning and report results to the Head Teacher;

Mentor and support less experienced colleagues.

### **CONDITIONS OF SERVICE**

Governed by the National Agreement on Teacher's Pay and Conditions, supplemented by local conditions as agreed by the governors.

### **SPECIAL CONDITIONS OF SERVICE**

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 appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police 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.

### **EQUAL OPPORTUNITY**

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

# Person Specification

|                             |  |
|-----------------------------|--|
| Qualifications and training | DCSF recognised qualified teacher status   |
| Professional attributes     | <p>High expectations of children including a commitment to ensuring they can achieve their full educational potential.</p> <p>Positive values and attitudes and adopts high standards of behaviour in the professional role.</p> <p>Leads by example and demonstrates high teacher expectations.</p> <p>Communicates effectively with children.</p> <p>Communicates effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.</p> <p>Commitment to collaborative working where appropriate.</p> <p>Evaluates performance and is committed to improving practice through appropriate professional development.</p> <p>Acts upon advice and feedback and is open to coaching and mentoring.</p> <p>Prioritises and manages own time effectively.</p> <p>Works consistently to deadlines.</p> <p>Self motivated.</p> <p>Committed to the provision of a broad, balanced and differentiated curriculum which meets the needs of children and promotes their individual development.</p> <p>Committed to high standards of achievement, behaviour and social development.</p> <p>Committed to equal opportunities for all pupils, staff and parents at the school.</p> <p>Flexible in approach, willing to learn and develop new skills.</p> <p>Able to work in partnership with the Head Teacher, staff, governors, parents to promote the aims of the school.</p> |

|  |   |
|--|---|
| Professional attributes                  | <p>Commitment to support the Christian ethos of the school.</p> <p>Demonstrates a good health and attendance record.</p>  |
| Professional knowledge and understanding | <p>Up to date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work.</p> <p>Good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and knows how to use them so all learners can fulfil their potential.</p> <p>Knows the assessment requirements and arrangements for subjects/curriculum areas taught, including those related to public examinations.</p> <p>Knows a range of approaches to assessment, including the importance of formative assessment.</p> <p>Knows how to use local and national statistical information to evaluate the effectiveness of teaching, to monitor progress and raise levels of attainment.</p> <p>Knows and understands the relevant statutory and non statutory curricula and frameworks, including those provided through the National Strategies for appropriate subjects/curriculum areas.</p> <p>Knows how to use skills in literacy, numeracy and ICT to support teaching and wider professional activities.</p> <p>Knows how to make effective personalised provision for children and how to take practical account of diversity and promote equality and inclusion in teaching.</p> <p>Knows how to identify potential child abuse or neglect and follow the safeguarding procedures.</p> |
| Professional skills and abilities        | <p>Plans for progression across the age and ability range.</p> <p>Plans, sets and assesses homework in line with school policy.</p> <p>Teaches challenging, well organised lessons and sequences of lessons across the appropriate age and ability range.</p> <p>Uses assessment to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.</p>   |

Professional skills  
and abilities

Establishes a purposeful and safe learning environment which:

- Reflects the taught curriculum
  - Supports children's learning and targets
  - Complies with current legal requirements, national policies on safeguarding and well-being of children.
- so that children feel secure and sufficiently confident to make an active contribution to learning and the school.

Manages learners' behaviour constructively in line with school's behaviour policy.

Promotes learners' self control, independence and cooperation through developing their social, emotional and behavioural skills.

Effective written and oral communication skills.

Well developed organisational skills.

Effective interpersonal skills.