

## LOWER SCHOOL COMPUTING TEACHER JOB DESCRIPTION

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| <b>Job Title :</b>   | Lower School Computing Teacher |
| <b>Line Manager:</b> | Head of Lower School           |

### Purpose of Job

Lower School Class Teachers are responsible for ensuring that every child in their class makes the maximum possible progress, relevant to their potential, within the ethos and policies of the School.

### Duties and Responsibilities

#### Teaching

##### Setting High Expectations which Inspire, Motivate and Challenge Students:

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students

##### Promoting Good Progress and Outcomes by Students:

- Be accountable for students' attainment, progress and outcomes
- Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students 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, fostering and maintaining students' interest in the subject, and addressing misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship
- Demonstrate an understanding of and taking responsibility for promoting high standards of literacy, articulation and the correct use of standard English
- Demonstrate a clear understanding of systematic synthetic phonics (appropriate for LS class teachers only)
- Demonstrate a clear understanding of appropriate teaching strategies (appropriate for LS class teachers only)

##### Planning and Teaching Well-Structured Lessons

- Impart knowledge and developing understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students 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)

**Adapting Teaching to Respond to the Strengths and Needs of all Students:**

- Know when and how to differentiate appropriately and using approaches which enable students to be taught effectively
- Use a secure understanding of how a range of factors can inhibit students' ability to learn in planning and delivering lessons
- Demonstrate 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
- Have a clear understanding of the needs of all students, including those with SEN; those of high ability; those with EAL; those with disabilities; and utilising strategies to provide distinctive teaching approaches to engage and support them.

**Making Accurate and Productive Use of Assessment:**

- Know and understanding how to assess the relevant subject and curriculum areas, including UK statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Provide regular student feedback, both orally and through accurate marking, and encouraging students to respond to the feedback

**Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment:**

- Set clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with our positive behaviour policy
- Have high expectations of behaviour, and establishing 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 students' needs in order to involve and motivate them
- Maintain good relationships with students, exercising appropriate authority, and acting decisively when necessary

**Fulfil Wider Professional Responsibilities:**

- Make a positive contribution to the wider life and ethos of the School including contributing to Leadership in Action Activities (e.g. by offering two extra-curricular activities) and occasional boarding duties and weekend and residential opportunities
- 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 professional development and responding to advice & feedback from colleagues and taking part in school professional development reviews and appraisals
- Communicate effectively with parents with regard to students' achievements and well-being

## **Personal and Professional Conduct**

### **Maintaining High Standards of Ethics and Behaviour, within and Outside School by:**

- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Have regard for the need to safeguard students' well-being, in accordance with School policy and School safeguarding code of conduct
- Show tolerance of and respect for the rights of others
- Support and encouraging fundamental values such as democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensure that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law
- Have proper and professional regard for the ethos, policies and practices of the School and maintain high standards in their own attendance and punctuality

### **Other Responsibilities**

- Plus any duties that the Head Master deems necessary for the effective operation of the School

## **Required Qualifications, Knowledge, Skills and Personal Qualities**

- Appropriate degree, with UK PGCE, or other teaching qualification giving QTS
- Minimum three years' teaching experience
- Familiarity with the National Curriculum of England (Plus IGCSE/GCSE and/or A Levels as appropriate)
- Passion for teaching and commitment to educating the whole child
- A high level of professionalism and consideration of the well-being of children
- Recent and consistent involvement in extra-curricular activities
- Respect for all members of a school community, irrespective of position, gender, age and ethnic background
- Previous experience working with students for whom English is not their first language
- A positive and solution-focused attitude to working life
- A clean enhanced Disclosure and Barring Services check or police check (for applicants who have never worked in UK) and no question regarding suitability to work with children

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from the line manager to undertake work of a similar level that is not specified in this job description. This job description may be amended at any time following discussion between the line manager and member of staff, and will be reviewed annually.