

# Job Description



## Main Pay Range

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.

### **General description of the post**

The holder of this post is expected to carry out the professional duties of a 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 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.

### **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 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 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 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.

### **Duties**

- Making a distinctive contribution to raising standards.
- Setting clear and challenging targets that build on prior attainment for each pupil.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.
- Using own class and practice as an example of outstanding teaching and learning.
- Ensuring continuity and progression by choosing the appropriate sequence of teaching methods and setting clear learning objectives through an agreed scheme of work.
- Create a stimulating learning environment for teaching and learning.
- Ensuring that teachers are aware of the implications of equality of opportunity.
- Promoting team commitment with colleagues through collaborative planning.
- Securing and maintaining good working relationships with colleagues.
- Developing effective links with the local community including parents.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

### Personal Specification – Class Teacher Main Pay Scale

		<b>Essential (E) or Desirable (D)</b>	<b>How assessed (Application / Interview )</b>
<b>Qualification:</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• ICT confidence and competent.</li> <li>• Evidence of further professional development.</li> </ul>	E E E	A I A
<b>Experience:</b>	<ul style="list-style-type: none"> <li>• Experience of teaching in KS1.</li> <li>• Experience of working in a faith school or other establishment.</li> <li>• Evidence of exceptional practice recognised by external and internal sources.</li> </ul>	E D  E	A A  I
<b>Faith Commitment:</b>	<ul style="list-style-type: none"> <li>• Sympathy with and a willingness to support the Christian ethos of the school.</li> </ul>	E	A
<b>Personal Knowledge and Understanding:</b>	<ul style="list-style-type: none"> <li>• Excellent understanding of the National Curriculum</li> <li>• Knowledge of best practice and procedures for safeguarding children and young people</li> <li>• An understanding of how to use assessment to inform planning for good teaching and learning</li> <li>• Effective teaching and learning styles which meet the needs of children with various abilities</li> <li>• Experience of leading a curricular area and having a positive impact on raising standards.</li> </ul>	E  E  E  E  D	I  I  A  A  A
<b>Professional Qualities:</b>	<ul style="list-style-type: none"> <li>• Establish and develop close, professional relationships with parents, governors and the local community</li> <li>• Promote good standards of pupil behaviour, using a range of effective strategies</li> <li>• take an active role in Continuing Professional Development alongside colleagues</li> <li>• Involvement and commitment to all aspects of school life.</li> </ul>	E  E  E  E	A  I  A  A
<b>Skills and Attitudes:</b>	<ul style="list-style-type: none"> <li>• Ability to plan effectively</li> <li>• Good communication skills</li> <li>• Ability to work under pressure</li> <li>• Good written and oral literacy skills</li> <li>• Reflective practitioner</li> <li>• Create a happy, challenging and purposeful learning environment</li> </ul>	E E E E E E E	I I I A I I I
<b>Personal Qualities:</b>	<ul style="list-style-type: none"> <li>• Enthusiastic and positive</li> <li>• Resilient</li> <li>• Team player</li> <li>• Sense of humour</li> </ul>	E E E E	I I A I