

# **Christopher Hatton School Job Description**

## **Teacher**

The appointment is subject to the current conditions of employment for Pre Threshold teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

## **General Description of the Post**

To carry out the following professional duties of a teacher as circumstances may require, and in accordance with the school's policies, under the direction of the Headteacher.

## **Standards and Achievement**

### **Targets**

- Setting clear and challenging targets in line with school practice for each pupil that build on prior attainment
- To attend termly progress and standards meetings

## **Teaching and Learning**

### **To teach in accordance with the school's teaching and learning policy**

#### **Planning**

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
  - are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
  - use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
  - take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.
  - meet the needs of SEND pupils through appropriate differentiation
- Plan, set and assess home learning and other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning.
- Identify and provide opportunities for learners to develop literacy, numeracy, computing and thinking and learning skills appropriate within their phase and context.

## **Subject Knowledge**

- Have a secure knowledge and understanding of the curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy.
- Know and understand the relevant statutory and non-statutory curricula and frameworks and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and computing to support their teaching and wider professional activities.

## **Teaching**

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
- Be flexible, creative and adept at designing and refining approaches to teaching that are effective and consistently well-matched to learning objectives, integrating recent developments, including those relating to pedagogy
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment
- Use a variety of teaching methods to engage all learners by:

1. matching approach to content, structure information, present a set of key ideas and use appropriate vocabulary
2. using effective questioning, listen carefully to pupils, give attention to errors and misconceptions
3. selecting appropriate learning resources and develop study skills through library, computing and other resources
  - Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
  - Act upon advice and feedback and be open to coaching and mentoring.

## **Assessment**

### **To work in line with the school's Assessment policy**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
  - Mark and monitor pupils' work and set targets for progress
  - Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
  - Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
  - Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for their subjects/curriculum areas, including those related to public examinations and qualifications
  - Use an appropriate range of approaches to assessment, including the importance of formative assessment.
  - Use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
  - Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
  - Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

## **Management of Pupil Learning**

- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners achieve their potential.
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise the learning experience to provide opportunities for all learners achieve their potential
- Provide clear structures for lessons maintaining pace, motivation and challenge
- Monitor and intervene to ensure sound learning and discipline

## **Pupil Well being**

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people. Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

### **Professional Standards**

- The school expects staff to set a good example to pupils through their own conduct and behaviour and aims to protect them from the risk of allegations being made against them by ensuring they maintain high standards of professionalism and maintain appropriate boundaries
- The code of conduct agreement signed on appointment sets out the school's expectations with regards to standards of professional behaviour
- Staff must ensure they are aware and comply with school policies and procedures with regards to child protection and safeguarding
- All staff have a legal duty to raise concerns where they feel individuals are failing to safeguard and promote the welfare of children. (See whistle blowing policy)
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation

### **Curriculum Leadership**

- Contribute to the development of specified subjects including development planning, development and monitoring
- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

### **General requirements**

- Prepare and present informative reports to parents conveying timely and relevant information about attainment, objectives, progress and well-being
- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts