

# Albion Primary School

## Job Description

### Post-Induction Teacher MPG 1-3

The appointment of a Post-Induction Teacher is subject to the current conditions of employment for teachers contained in:

- the School Teachers' Pay and Conditions Document;
- the School Standards and Framework Act 1998;
- the required Standards for Qualified Teacher Status;
- 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 Performance Management process.

This job description includes references to:

- Ofsted's self-evaluation form (in the headings);
- examples of priorities from the School Development Plan;
- the school pay criteria;
- Professional Standards for Teachers

Duties and responsibilities together with competencies and skills required of the post-holder are set out within each of the three outcome areas.

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

The holder of this post is expected to carry out the professional duties of a Post-Induction 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. The post-holder is expected to meet all the Professional Standards for Teachers. However, in the second and third years of teaching it is expected that the focus will be on the agreed standards.

#### **Relationships**

The post-holder is accountable to their line manager in all matters. Within the performance management (PM) process, all staff in the school are accountable to the Headteacher (PM) through their respective teams and leaders. Within continuing professional development (CPD) all staff in the school are accountable to the Headteacher, through their respective teams and leaders, for the impact their development has on pedagogy.

## **Outcomes**

### **1. Achievement and Standards**

#### **Contribute to the School Development Plan Priorities of:**

- Set high expectations and continuously monitor and evaluate the effectiveness of learning outcomes
- Secure a collaborative school vision of excellence and equity that sets high standards for every student
- Ensure key stage variation of performance is minimised

#### **Duties and responsibilities:**

- Set clear and challenging targets that build on prior attainment for each pupil
- Establish clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of data
- Set, track, evaluate and report on progress towards individual pupil targets
- 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 to inform planning and recognise the level at which the pupil is achieving
- Give every child the opportunity to reach their potential

#### **Knowledge, skills and competencies required:**

- Has high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establish fair, respectful, trusting, supportive and constructive relationships with them
- Knows the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualification
- Understands how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences
- Makes effective use of an appropriate range of observation, assessment, monitor and record strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Uses assessment as part of their teaching to diagnose learners' needs, sets realistic and challenging targets for improvement and plans future teaching

### **2. The Quality of Provision**

#### **Contribute to the School Development Plan priorities of:**

- Raising the quality of teaching and learning and embedding a learning culture that will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning
- Setting high expectations and monitoring and evaluating the effectiveness of learning outcomes
- Enabling students to become effective, enthusiastic, independent learners, committed to life-long learning

#### **Duties and responsibilities:**

Teaching allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge pupils and ensure high levels of interest.
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEN and very able pupils
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensure coverage of programmes of study
- Ensuring effective teaching and best use of available time

- Monitoring and intervening to ensure sound learning and discipline
- Using a variety of teaching methods to:
  - a) match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - b) use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - c) select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Assessing how well learning objectives have been achieved and using them to improve specific aspects of teaching
- Evaluating their own teaching critically to improve effectiveness
- Collecting, analysing and reporting on pupils' views of their subject area

**Knowledge, skills and competencies required:**

- Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified
- 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 to provide opportunities for all learners to achieve their potential
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments
- Know how to identify and support children and young people whose progress, development or wellbeing is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
  - a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
  - b) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the School's behaviour policy
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners

### **3. Leadership and Management**

**Contribute to the School Development Plan priorities of:**

- Provide effective organisation and management of the school and improving organisational structures and functions based on rigorous self-evaluation
- Ensure that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment
- Develop strong, resolute visible and effective leaders and managers with a steadfast approach to school improvement

**Duties and responsibilities:**

- Manage parents and other adults in the classroom effectively
- Support team commitment with colleagues through collaborative planning
- Take responsibility for drafting performance management objectives and ensuring agreed evidence is available for review against agreed criteria
- Help colleagues to create a stimulating learning environment for teaching and learning
- Report termly to parents to discuss and review progress
- Liaise effectively with parents and governors

**Knowledge, skills and competencies required:**

- Communicate effectively with children, young people and colleagues
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people
- Recognise and respects 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
- 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
- Make use of the local arrangements concerning the safeguarding of children and young people