**Albion Primary School**

**Job Description**

**Pre-Threshold Teacher MPG 4-6**

The appointment of a Pre-Threshold 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 Pre-Threshold 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 and sustain all the Professional Standards for Teachers. However, in the fourth, fifth and sixth years of teaching it is expected that the focus will be on the following 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**

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1. Achievement and Standards

Contribute to the School Development Plan Priorities of:

* Setting high expectations and continuously monitoring and evaluating the effectiveness of learning outcomes
* Securing a collaborative school vision of excellence and equity that sets high standards for every student.
* Ensuring key stage variation of performance is minimised

**Duties and responsibilities:**

* Make a significant contribution to raising standards across the school
* 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 this data
* Set, track, evaluate and report on progress towards individual pupil targets.
* Giving every child the opportunity to reach their potential
* Consistently demonstrate high expectations for every child

**Knowledge, skills and competencies required:**

* 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
* Know a range of approaches to assessment, including the importance of formative assessment
* Know how to 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
* Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners’ attainment, progress and areas for development
* Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners
* 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

**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:**

* Use own practice as an example of good teaching
* Ensure continuity and progression by supporting colleagues in choosing the appropriate teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the School Development Plan
* Evaluate own teaching critically to improve effectiveness

**Knowledge, Skills and Competencies Required:**

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* Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach
* Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities
* Design opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context
* Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners’ progress and to extend and consolidate their learning
* Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they

1. build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
2. develop concepts and processes which enable learners to apply new knowledge, understanding and skills
3. adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively

* Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment

**3. Leadership and Management**

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

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

**Duties and Responsibilities:**

* Enable all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities
* Ensure that the Headteacher, and SLT are routinely well informed about teaching plans, priorities and pupil progress toward their agreed targets
* Take responsibility for drafting performance management objectives and ensuring agreed evidence is available for review against agreed criteria
* Manage parents and other adults in the classroom effectively
* Build team commitment with colleagues through collaborative planning
* Help colleagues to create a stimulating learning environment for teaching and learning
* Collect, analyse and report on pupils’ views of their learning
* Use the community as a teaching and learning resource
* Meet termly with parents to discuss and review progress
* Liaise effectively with parents and governors.

**Knowledge, Skills and Competencies Required:**

* 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
* Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people

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* Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
* 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.
* Promote learners’ self-control, independence and cooperation through developing their social, emotional and behavioural skills

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| HEADTEACHER | | PRE-THRESHOLD TEACHER | |
|  | DATE |  | DATE |
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