Days Lane Primary School
Seeking high standards in a happy, inclusive school.

**Days Lane Primary School**
**Sidcup**
**Kent DA15 8JU**
**Website: www.dayslaneprimary.co.uk**

# JOB DESCRIPTION
## Post Threshold Teacher

The appointment is subject to the current conditions of employment for Post 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 Headteacher 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

- Set clear and challenging targets for each pupil that build on prior attainment

ASSESSMENT

- 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 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.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- 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.

**PROFESSIONAL STANDARDS**

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- 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.

- Use assessment as part of teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching
- Review the effectiveness of 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.

**TEACHING AND LEARNING**

PLANNING

- 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

- Plan, set and assess homework 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 English, maths, computing and thinking and learning skills appropriate within their phase and context

**SUBJECT KNOWLEDGE**

- Have a more developed knowledge and understanding of the subjects/curriculum areas they teach, and of how learning progresses within them.

- Know and understand the relevant statutory and non-statutory curriculum frameworks, for subjects/curriculum areas and other relevant initiatives across the age and ability range taught.

- Know how to use skills in English, maths, and ICT to support teaching and wider professional activities.

**MANAGEMENT OF PUPIL LEARNING**

- Provide clear structures for lessons maintaining pace, motivation and challenge
- Make effective use of assessment and ensure coverage of programmes of study
- Ensure effective teaching and best use of available time
- Monitor and intervene to ensure sound learning and discipline
- Use a variety of teaching methods to:

    i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
    ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
    iii. select appropriate learning resources and develop study skills through library, ICT 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.
- 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.

**EVERY CHILD MATTERS**

- 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.

- 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.

- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

**LEADERSHIP AND MANAGEMENT**

- (a) 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
  (b) Make use of the local arrangements concerning the safeguarding of children and young people
- 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.
- (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
  (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Promote collaboration and work effectively as a team member.

**PUPIL AND COMMUNITY VOICE**

Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught

- Evaluate their own teaching critically to improve effectiveness
- Prepare and present informative reports to parents
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- (a) Communicate effectively with learners and colleagues
- (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
- (c) 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 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.