



## Teacher Job description

### Job Description

#### Teacher MPS 1-3

The appointment of an M1 to M3 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 Head teacher and the member of staff, and will be reviewed annually as part of the appraisal process.

This job description includes references to:

- Professional Standards for Teachers
- Teacher Appraisal
- Ofsted's School Inspection Framework

#### Part 1: Recruitment

This section sets out the core requirements of the post and will be used to recruit to the post.

##### General description of the post

The holder of this post is expected to meet the standards of an M1 to M3 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.



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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.

### Line management

The post-holder is accountable to their line manager in all matters.

### Part 2 Appraisal

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement.

All appointments made, are conditional on the most recent appraisal assessment.

### Assessment of Performance

This section relates directly to the Ofsted Evaluation Schedule and the relevant teacher standards. It sets out the expectations by which a teacher's performance will be assessed through the appraisal process.

### Ofsted Evaluation Schedule

#### Pupil Achievement

**Pupil Achievement should be at least good as defined by the Ofsted Evaluation Schedule**

#### Good (2)

Progress across year groups in a wide range of subjects, including English and mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well.

From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are close to or above national figures. For disadvantaged pupils, the proportions are similar to, or improving in relation to, those for other pupils nationally and in the school.

The attainment and progress of disadvantaged pupils are similar to or improving in relation to those of other pupils nationally and in the school.

Pupils read widely and often.

Pupils acquire knowledge and develop understanding quickly and securely in a wide range of subjects. They develop and apply a wide range of skills, in reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.

#### Quality of Teaching

**All teaching should be mostly at a standard described as good (or better) by the Ofsted Evaluation Schedule.**

- Good (2)
- Teaching over time in most subjects, including English and mathematics, is consistently good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.



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- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading, writing, communication and mathematics are taught effectively.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and accurately at all key stages. They ensure that pupils know how well they have done and what they need to do to improve.

Effective teaching strategies, including setting appropriate homework and well-targeted support and intervention, are matched closely to most pupils' needs, including those most and least able, so that pupils learn well in lessons.

### Behaviour and Safety

**Behaviour and safety should be at a standard described as good (or better) by the Ofsted Evaluation Schedule.**

- **Good (2)**
  - Pupils' attitudes to all aspects of learning are consistently positive, including when being taught as a whole class or working on their own or in small groups. These positive attitudes have a good impact on the progress the pupils make.
  - Pupils' attitudes to learning are positive across subjects, years, classes and with different staff.
  - Pupils are properly prepared for each lesson, bring the right equipment and are ready and eager to learn.
  - Pupils respond very quickly to staff's instructions and requests, allowing lessons to flow smoothly and without interruption. Low-level disruption in lessons is rare.
  - There are no well-founded concerns expressed by parents, staff and pupils about behaviour and safety. Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.
  - There is a positive ethos in and around the school. Pupils conduct themselves well at all different times of day, including at lunchtime, attend regularly, have good attitudes and are punctual to lessons.
  - Pupils take pride in their work, their appearance and their school.
  - Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.
  - Pupils' good conduct and behaviour reflect the school's efforts to promote high standards. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs. Pupils are safe and feel safe in school and at alternative provision placements; they understand how to keep themselves safe in different situations.

### Meeting National Teacher Standards

#### 1. Pupil Achievement and Standards

##### Standards

##### **Promotes good progress and outcomes by pupils**

- Is accountable for pupils' attainment, progress and outcomes.
- Plans teaching to build on pupils' capabilities and prior knowledge.
- Guides pupils to reflect on the progress they have made and their emerging needs.
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.



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- Encourages pupils to take a responsible and conscientious attitude to their own work and study.

### **Adapts teaching to respond to the strengths and needs of all pupils**

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **Makes accurate and productive use of assessment**

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. (6)

### **Performance Expectations**

- Ensures all pupils taught are able to understand their capabilities and track their own progress.
- Works with the team to ensure that pupils have a conscientious attitude towards the subject and work hard at all times.
- Uses and applies information about each pupil's needs
- Understands the learning needs of a wide range of learners including those with SEN, those of high ability, those with EAL and those with disabilities.
- Consistently makes secure and accurate assessments of pupils' competencies and progress.
- Is highly effective in using assessment in lessons.
- Provides feedback to pupils and gives them opportunities to respond to this feedback.

## **2. The quality of provision**

### **Standards**

#### **Demonstrates good subject and curriculum knowledge**

- Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and address misunderstandings.



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- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes the value of scholarship.
- Demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies.

### Plans and teaches well structured lessons

- Imparts knowledge and develop understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).

### Performance Expectations

- Develops ways to encourage pupils to appreciate and be interested and engaged in the subject.
- Prepares and delivers consistently good lessons
- Promotes pupils' love of learning and their intellectual curiosity
- Sets homework that is stimulating and fosters learning outside the classroom by incorporating innovative approaches

## 3. Behaviour and safety of pupils

### Standards

#### Sets high expectations which inspire, motivate and challenge pupils

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils. (1)

#### Manages behaviour effectively to ensure a good and safe learning environment

- Has clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Has high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.



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- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### Performance Expectations

- Provides a stimulating learning environment through excellent, interactive classroom display.
- Supports other colleagues in their consistent application of the schools data and tracking processes.
- Is a role model for adopting high expectations for all classes and groups.
- Supports colleagues in having high standards of professionalism and to support the team in being clear about the quality and standards they want to be known for.

## 4. Leadership and Management

### Standards

#### Fulfil wider professional responsibilities

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploys support staff effectively.
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to pupils' achievements and well-being.

HEADTEACHER		M1 to M3 TEACHER	
	DATE		DATE