

Albion Primary School

Job Description

Post-threshold Teacher UPS 1 – 3

The appointment of a Post-Threshold Teacher is subject to the current conditions of employment for post-threshold 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.

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 (post-threshold teachers: P1-10).

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

General description of the post

The holder of this post is expected to carry out the professional duties of a post-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 should be able to sustain the professional standards for core and those for post-threshold teachers which are described below.

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 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:

- 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 distinctive contribution to raising standards across the school (UPS).
- Support and help colleagues to improve effectiveness (UPS)
- Set clear and challenging targets that build on prior attainment for each pupil (UPS)
- Establish clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of data
- Ensure that every child has the opportunity to reach their potential and meet their highest expectations.
- Set, track, evaluate and report on progress towards individual pupil targets
- Devise and implement targeted interventions that enable students to reach and exceed their targets.

Knowledge, skills and competencies required:

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promote collective responsibility for their implementation (P1).
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications (P3)
- Have an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs (P4).

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:

- Act as a role model for staff for high quality teaching and learning (UPS)
- Use own class and practice as an example of outstanding teaching and learning
- Ensure continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan
- Develop plans which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school development plan
- Help colleagues to create a stimulating learning environment for teaching and learning
- Ensure that teachers are aware of the implications of equality of opportunity

Knowledge, skills and competencies required:

- 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 learning to provide opportunities for all learners to achieve their potential (P2)

- Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them (P5)
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people (P6)
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge (P7)
- 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 (P8)

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:

- Provide regular coaching and mentoring for less experienced teachers (UPS)
- 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, SLT and governors are well informed about policies, plans, priorities and targets that these are properly incorporated into the school development plan
- Take responsibility for drafting performance management objectives and ensuring agreed evidence is available for review against agreed criteria
- Secure and maintain good working relationships with colleagues.
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school
- Collect, analyse and report on pupils' views of their subject area
- Develop effective links with the local community including parents, business and industry.

Knowledge, skills and competencies required:

- Promote collaboration and work effectively as a team member (P9).
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback (P10).

REVIEWER		POST-THRESHOLD TEACHER	
	DATE		DATE