

Job Description: Teacher (Teachers' Pay Scale)

The teacher is responsible to the headteacher.

The range of duties listed below describe the role of a main scale teacher, but do not replace such other duties that may be required, as laid down by the School Teachers' Pay and Conditions Acts. All teachers will work within the framework of such legislation, as well as within LA and school policies and guidelines on curriculum and organisation. Specific variations will be made by negotiation with the Headteacher and governing body.

The tasks and duties listed in section A below are required of all teachers. Those listed in section B are required of all teachers other than those in their first year of teaching. They relate to leading developments in a number of non-core areas of the curriculum, or phase.

SECTION A: A class teacher is expected to:

Teaching

- have high expectations of the children, value and recognise the diversity of their abilities, and ensure that each child achieves his or her full potential
- be accountable for the achievement and attainment of the children in their care
- plan and prepare courses, schemes of work and individual lessons appropriate to the needs, interests, experience and existing knowledge of the children
- teach a class, or classes, groups or individual children
- set tasks to be undertaken by children both at school and elsewhere
- ensure that proper account is taken of any specific needs children have by reason of their gender, language or ethnicity and that appropriate provision is made for them
- promote the social development and welfare of the children so that each child feels valued and enjoys learning

Monitoring and recording

- monitor and assess children's work, both through formative and summative assessment
- record children's progress and attainment
- provide or contribute to oral and written assessments, reports and references relating to the development and learning of individual pupils and groups of children
- ensure that children and parents are informed of progress, both through verbal feedback and marking

Ethos of the school

- maintain an ordered and caring environment in the classroom and around the school so that children achieve their potential and feel secure and valued

- make children aware of their rights and responsibilities in respect of each other, the staff and the school community as a whole
- take part in the corporate life of the school by, for example, attending assemblies, registering the attendance of children and supervising children before and after school sessions

Parents

- build and maintain a close partnership with parents
- communicate with parents on children's learning and progress, drawing attention to special skills and talents as well as to problems or difficulties

Resource Management

- maintain an attractive and stimulating classroom
- take responsibility for resources allocated to their own classroom
- comply with the requirements of Health and Safety and other related legislation

Overall policy and continuing professional development

- take full part in appraisals and reviews of work arranged by the headteacher
- take part in whole-school reviews of policy and aims, and in the revision or formulation of guidelines
- evaluate, review and improve their own teaching methods, materials and schemes of work
- keep up-to-date with current educational thinking and practice, both by reading and by attendance at courses, workshops and meetings

Equal Opportunities

- help ensure that subject matter and learning resources reflect LA and school policies relating to equal opportunities in respect of race, gender and special needs
- help ensure that these policies are implemented within the tasks and duties listed above

SECTION B: All class teachers (other than those in their first year of teaching) are expected to:

Leadership experience

- share in or take responsibility for the leadership of a subject or whole school area
- assist in or take responsibility for the production, evaluation and review of such whole-school policies and guidelines as are appropriate to their phase and subject responsibilities

Model of good practice

- organise teaching in such a way that it sets high standards for other members of staff

Monitoring

- sample children's books, folders and/or other work products each half term
- ensure a good knowledge of standards of children's achievement through monitoring activities such as monitoring of teaching, planning and assessment

Working with colleagues

- acquaint new members of staff and supply teachers with the school's policies and guidelines
- assist such colleagues in the practical implementation of those policies, including supporting teaching and learning
- lead in-service workshops, meetings and activities for members of staff

Resources

- advise the headteacher and SLT on the requisition or purchase of appropriate books, learning materials and equipment
- advise the headteacher and SLT on the allocation of these resources within the school
- ensure compliance throughout the school with Health and Safety and other related legislation for those resources appropriate to the area/s of responsibility

Liaison

- promote positive liaison and continuity between all phases and curriculum areas in school
- work in liaison with members of LA Inspectorate, advisory and support services, other organisations, agencies and networks relevant to the teacher's specialism or subject, parents, governors and the local community