

Job description for Teaching Posts

Teachers are expected to 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 the school.

All teachers at Starbank are expected to demonstrate the following

Professional attributes:

Relationships with children and young people

- ★ Have high expectations of our students, including a commitment to ensuring that they can achieve their full educational potential.
- ★ Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- ★ Build good working relationships with the students in their care both as subject teacher and form tutor.

Communicating and working with others

- ★ Communicate effectively with students, colleagues and other professionals.
- ★ Communicate effectively with parents and carers encourage them to participate in discussions about the progress, development and well-being of their child.
- ★ Recognise the contributions that colleagues, parents and carers can make to the attainment and well-being of their child.

Personal professional development

- ★ Evaluate their performance and be committed to improving their practice through appropriate professional development.
- ★ Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified; to act upon advice and feedback and be open to coaching and mentoring.

Professional knowledge and understanding:

Teaching and learning

- ★ Have a good, up-to-date working knowledge of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all students to achieve their potential.
- ★ Have a secure understanding of their curriculum area and related pedagogy including: the contribution that their curriculum area can make to cross-curricular learning; awareness of new developments.
- ★ Know and understand the relevant statutory and non-statutory curricula and frameworks for their curriculum area and other relevant initiatives across the age and ability range they teach.
- ★ Know how to use skills in literacy, numeracy and new technologies to support their teaching and wider professional activities.

Assessment and monitoring

- ★ Know the assessment requirements and arrangements for the subjects they teach and use a range of approaches to 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 to provide students with accurate and constructive feedback on their strengths and areas for development.

Achievement and diversity

- ★ Understand how children and young people develop and how the progress, rate of development and well-being of students are affected by a range of developmental, 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.

- ★ Understand the roles of colleagues such as those having specific responsibilities for students with special educational needs, disabilities and other individual learning needs; know when to draw on the expertise of colleagues.

Health and well being

- ★ 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.

Professional skills:

Planning

- ★ Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- ★ Design opportunities for students to develop their 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 students' progress and to extend and consolidate their learning.

Teaching

- ★ Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: use an appropriate range of teaching strategies and resources; build on the prior knowledge and attainment of those they teach; develop concepts and processes which enable students to apply new knowledge, understanding and skills; adapt their language to suit the students they teach; manage the learning of individuals, groups and whole classes effectively to suit the stage of the lesson and the needs of the students.

Assessing, monitoring and giving feedback

- ✧ Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students' progress and levels of attainment.
- ✧ Provide students, colleagues, parents and carers with timely, accurate and constructive feedback on students' attainment, progress and areas for development.
- ✧ Support and guide students so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent students.
- ✧ Use assessment as part of their teaching to diagnose students' needs, set realistic and challenging targets for improvement and plan.

Reviewing teaching and learning

- ✧ Review the effectiveness of their teaching and its impact on students' progress, attainment and well-being, refining their approaches where necessary.
- ✧ Review the impact of the feedback provided to students and guide students on how to improve their attainment.

Learning environment

- ✧ Establish a purposeful and safe learning environment so that students feel secure and sufficiently confident to make an active contribution to learning and to the school.
- ✧ Identify and use opportunities to personalise and extend learning through out-of-school contexts, making links between in-school learning and learning in out-of-school contexts.
- ✧ Manage students' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- ✧ Promote students' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Team working and collaboration

- ✧ Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- ✧ Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Support for the school:

- ★ Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- ★ Be aware of and support difference and ensure equal opportunities for all
- ★ Contribute to the overall ethos and aims of the school
- ★ Appreciate and support the role of other professionals
- ★ Attend and participate in relevant meetings as required
- ★ Participate in training and other learning activities and performance development as required