

Introduction

Teachers make the education of their child 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 child.

Olga Primary School is committed to safeguarding the welfare of children and young people and requires all staff to share this commitment.

To maintain and build upon the Teacher Standards and in particular:

- To work within and support the policies, practices and ethos of the school.
- To demonstrate consistently the positive attitudes, values and behaviour which are expected of children.
- To be accountable for children's attainment, progress and outcomes
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- To manage behaviour effectively to ensure a good and safe learning environment
- To monitor children's progress, keeping records that include assessment outcomes and targets set at regular intervals in line with school policies, to enable all children to achieve their full potential.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and follow school Child Protection Procedures.

SECTION 1

Teaching and Learning:

1. Enable children's learning through high quality effective teaching, in accordance with the school schemes of work and policies.
2. Encourage children to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
3. Encourage all children to reach their true potential and become independent learners with a positive attitude to life-long learning, valuing perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
4. Develop in children a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so that children become responsible members of society.
5. Develop in children a positive attitude towards themselves and others irrespective of gender, race, ethnicity, religion, disability or academic achievement.

6. Develop in children an appreciation of human achievements, failures and aspirations, including positive attitudes towards, and concern for, the environment.
7. Teach in an inspiring cross-curricular way to the assigned class or classes to facilitate the acquisition of knowledge and skills and to promote enjoyment in learning.
8. Support individual learning, including children on gifted and talented registers, by planning work with appropriate challenge and monitoring and reviewing child outcomes regularly.
9. Direct the use of support staff (to include prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
10. Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
11. Plan and provide structured learning opportunities, which engage children's interest and which take account their needs - particularly their developing physical, intellectual, emotional and social abilities.
12. Have high expectations of the children's behaviour, academic and social abilities, and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
13. Employ homework regularly (in accordance with the School Homework Policy) to consolidate and extend learning and encourage children to take responsibility for their own learning.
14. Provide a challenging, yet supportive learning environment which stimulates, maintains and develops, lively enquiring minds.
15. Consider the needs of all children within lessons (and implement specialist advice) especially for those who:
 - have SEN;
 - are gifted and talented;
 - are not yet fluent in English;
 - have disabilities.
16. To use Planning, Preparation and Assessment (PPA) time effectively for these purposes. At least 10% of timetabled time will be designated as PPA time, and it will be allocated in blocks of no less than 30 minutes.

Monitoring, Assessment, Recording, Reporting

1. Assess children's work systematically and use the results to inform future planning, teaching and curricular development, giving children both oral and written feedback.
2. Make effective use of data to monitor and evaluate child progress across the curriculum and to inform teaching and learning planning.
3. Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents.
4. Write high quality and informative annual reports to parents and carers
5. Discuss children's progress and welfare with parents and carers - both formally, e.g. at parents' evenings and also informally at other times.

6. Contribute towards the implementation of IPMs (Individual Provision Maps) for children with special needs, as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes.

Curricular Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum or the Early Years Curriculum, as appropriate.
2. Have a good knowledge of any other statutory requirements related to the children's education or welfare
3. Keep up to date with research and developments in pedagogy and curriculum content.
4. Use detailed subject knowledge to deal effectively with subject-related questions raised by children and the common misconceptions that they hold - thereby deepening the children's knowledge and understanding.
5. Lead on an area of the curriculum, as agreed with the Head. This will include keeping up to date with the latest developments in the subject, auditing and ordering resources and supporting the development of the subject across the school.

Professional Standards and Development

1. Understand professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies.
2. Set a good example, not only to the children they teach, but also to all other children in the School, in their appearance and their personal conduct.
3. Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
4. Establish effective working relationships with other professional colleagues, not only those within the School, but also those from outside agencies.
5. Be aware of the role and functions of the Governing body.
6. Assist in the development of the School Curriculum in line with the School Improvement plan.
7. Attend and participate in open evenings and children's performances.
8. Attend meetings within the constraints of directed time and contribute to the development of programmes of study, and any other relevant aspects of the life of the School.

Health and Safety

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the school on all issues to do with Health, Safety & Welfare.

Continuing Professional Development – Personal

1. Take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to improve classroom practice and teaching and learning.
7. Update child protection training every three years.
8. Maintain a professional portfolio of evidence to support the appraisal and teaching and learning review process - evaluating and improving own practice.
9. Contribute to the professional development of colleagues, especially NQTs.

SECTION 2 – SPECIFIC PASTORAL DUTIES

Support, Guidance, Monitoring and Reporting

1. Consider the child's welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'.
2. Use a counselling approach to help children explore thoughts, feeling and solutions to problems.

Managing Behaviour

1. Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, and thereby create an environment in which children feel safe, secure and confident, in line with the school Behaviour Policy.
2. Implement the 'Rights Respecting School' guidelines and the Behaviour Policy. Teachers have a central role in clarifying to children the consequences of stepping over the boundaries set by the behaviour guidelines of the School.
3. Oversee the collation of records of all rewards and incidents of inappropriate behaviour relating to children in the class, in line with school policy.
4. Check daily that correct uniform is worn and to take action when necessary.

Liaising with Others

1. Consider carefully issues of confidentiality when dealing with children, teachers, parents and outside agencies.
2. Inform Head or SENCO about social or behavioural issues related to children.
3. Contact parents, if appropriate, after proper consultation with the SLT or the Headteacher.
4. Be able to liaise with agencies responsible for children's welfare providing the appropriate accurate information.
5. Keep up-to-date with Child Protection Procedures and notify the 'named person' of any concerns about a child.

CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with procedures in relation to Police checks.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the School's Equal Opportunities Policies.

Child protection

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the School.

Signed _____
Postholder (PRINT NAME & SIGN)

Date _____

Signed _____
Headteacher

Date _____

Person Specification:

In your application, please show evidence that you have:

Qualified teacher status with at least one year's primary teaching experience, unless you are a Newly Qualified Teacher.

1. A commitment to the vision and ethos of the school, including a creative, enthusiastic and committed approach to learning together in the best interests of the children.
2. A good understanding of the National Curriculum or the Early Years Curriculum
3. A commitment to high quality lesson planning, high expectations of pupil achievement and a record of pupil success as a result of your teaching.
4. The ability to assess pupils' learning and take part in tracking their progress through the school.
5. An ability to work with a range of colleagues in a team and to make a positive contribution to the wider life of the school.
6. An ability to respond to innovation and adapt your existing practice as a teacher, in the light of experience.
7. Good classroom organisation skills, including a clear approach to behaviour management.
8. An ability to use digital technologies to support your work as a class teacher.
9. An awareness of the importance of safeguarding children and the promotion of child welfare
10. An awareness of equal opportunities, race equality and inclusion issues, which ensure access to the curriculum for all pupils.
11. An ability to liaise constructively with parents and outside agencies.