

Kings Langley School: Job Description (Teaching Staff)

Title of Post	Teacher
Reporting to:	Learning Area Leader or Subject Leader
Date	September 2017

The duties outlined in this job description reflect and develop those covered by the latest School Teachers' Pay and Conditions Document which is available from the Headteacher or alternatively can be found online on the "DfE" - Department for Education website. This job description may be modified by the Headteacher, with your agreement, to reflect or anticipate changes which are commensurate with the salary and job title.

Expected "standards" to be reached and maintained are clearly defined within the Performance Management (PAM) documentation and should be referred to regularly for further clarification and specific detail.

Teachers are paid on different scales and it is reasonable to expect that their contribution to the school's work and objectives reflects on their position on individual pay ranges. For example, performance management descriptors indicate much higher expectations of a teacher on the expert teacher band (UPS 1-3) compared with a newly qualified entrant teacher band (MPS 1-3).

Generic Responsibilities

Teaching and Learning
<ul style="list-style-type: none">▪ Carry out teaching duties in accordance with the school's schemes of work and the defined National Curriculum. To plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy.▪ Liaise with other colleagues to deliver units of work in a collaborative way and contribute to the production and preparation of schemes of work (this contribution reflecting the post holder's level of responsibility).▪ Work closely with teaching and other support assistants in delivering "personalised learning" whenever reasonably possible.▪ Set targets for student attainment levels (using prior data provided)▪ Set work for students absent from lessons in line with the school's behaviour and teaching policies.▪ Within the PAM framework, work towards or maintain the teaching standards applicable (see documentation in PAM material).

Assessment and Recording
<ul style="list-style-type: none">▪ Maintain a "teacher planner" as prescribed in the school's policy, including the recording of attainment and effort marks, homework set, student attendance and lesson plans.▪ Mark and return work (using the school's marking and assessment policy) on a regular basis and at least once every 2 teaching weeks. Marking should include feedback for improvement and progress for each student.▪ Provide assessment reports when periodically required within the school's assessment cycle and additional "round robin" reports when specifically requested.▪ To ensure that suitably differentiated material and learning pathways are provided to challenge

all students, regardless of their ability.

- Liaise with parents on students' progress using the school diary system, letters, telephone calls and consultation evenings where reasonable and appropriate.
- Work within the code of practice relating to special educational needs.

Professional Standards

- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- Support the aims and ethos of the school as defined in the staff handbook and school prospectus.
- Set a good example in terms of professional dress and appearance, punctuality and attendance and adhere fully to the school's published code of conduct.
- Uphold the school's behaviour policy, uniform regulations and code of conduct in a consistent, firm and non confrontational manner.
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and *consistently* apply the school's prescribed sanctions and rewards procedures.
- To carry out suitable evaluation and analysis of examination results and performance at the beginning of the academic year (see PAM documentation) and provide a suitable summative report indicating achievements and corrective actions which might subsequently follow.
- As a consequence of the PAM cycle, take responsibility for personal development and progression making full use of the school's professional development opportunities and training (refer to "Investors in People" documentation for more detailed information).
- Attend team and staff meetings as appropriate, contributing actively whenever possible.
- Although the school does not "direct teachers for a further 1265 hours" outside of the classroom, it is expected that each teacher will contribute reasonably to a range of additional tasks. These tasks might include additional meetings with parents, organisation and delivery of intervention strategies such as targeted revision sessions and support of other school initiatives or projects, for example, the school council or activities associated with sports programmes or the school's Arts Specialism.
- To carry out such other duties as required, and as are commensurate with the appropriate pay scale.

Specific Responsibilities - some examples

- The school always seeks to ensure reasonable parity across subject areas. For example, it is expected that Physical Education teachers will take a reasonable range of team practice sessions each week and that these activities would form part of their normal duties. However, if they were asked to run team fixtures on a Saturday morning, such tasks would be considered as additional to their normal workload and as such, would attract additional payments (see the school's published guidelines on extra curricula activities and payments).
- Science teachers would be expected to set up and carry out additional duties in order to prepare for a practical examination. Technology and Art teachers would be expected to provide reasonable additional supervision for students completing extended practical projects in their subjects.
- Drama teachers might be expected to organise and assist performances outside of the classroom. Music teachers would be expected to provide additional practice time in order to support students preparing for examinations or arrange for or directly provide suitable musical accompaniment.

- Other subjects will have individual requirements specific to their areas and it is reasonable to expect subject and other middle leaders to make these "reasonable" expectations clear during line meetings, department discussions and performance management reviews and objective setting sessions. *Any queries centred around reasonable additional activity outside of the classroom should be discussed in the first instance with the Senior Leadership Team line manager and then the Headteacher.*