



The Alice Smith School Job Description: Teacher

PURPOSE

Our vision as a school is to lead the pursuit of excellence in learning through nurturing, inspiring, and enriching the lives and characters of young people. Through inspirational teaching, with a deep understanding of students' individual learning needs, an Alice Smith School teacher ensures that the school's rich curriculum lays firm foundations for academic and future success, personal fulfillment and lasting happiness in each of our students.

We believe that through generosity of time and our care and attention to every individual, we find a way to bring out the best in all people and create an enduring sense of belonging to something very special. This applies to staff as well as students; teachers at Alice Smith are reflective and collaborative practitioners, seeking out opportunities to grow professionally and contributing to our positive community culture.

An Alice Smith School teacher aspires to teach in accordance with the school's published Learning and Teaching Policy and to conduct themselves according to the KLASS Teachers' Code of Professional Practice.

Our teacher job description is divided into four key areas of responsibility self-growth and learning, student care (classroom and beyond), contribution to teams and contribution to the wider school community. Alice Smith teachers reflect upon their individual and collective contribution to and growth in these four areas as part of the Professional Growth and Accountability (PGA) framework.

Self Growth and Learning	
Responsibilities include....	Where practice is excellent....
Participate in quality assurance processes in line with the PGA model.	Teachers consistently reflect on their own practice within a team context through each quality assurance process, setting ambitious goals which impact on student progress. Teachers continually develop their learning and teaching skills.
Participate in the Professional Growth and Learning (PGL) programme in line with the PGL Policy and create a professional portfolio that includes self-reflection, observation for validation, action planning, collaboration and development. Participate in coaching sessions for further development.	Teachers demonstrate a commitment to their own ongoing development by consistently reflecting upon their practice in order to set goals and meet them. They use their strengths to develop other colleagues and embrace collaboration, accessing professional learning opportunities which support their goal areas.

Remain up-to-date with current professional developments and research relevant to their curriculum and pastoral context. Access school-based professional learning opportunities in line with professional goals.	Teachers regularly engage with new developments in education and have professional discussions with colleagues about the impact these may have. Teachers participate in action research, trial new developments in the classroom and share findings with colleagues.
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Student Care (classroom and beyond)

Responsibilities include....	Where practice is excellent.....
Demonstrate excellent subject and curriculum knowledge.	Teachers have excellent knowledge of child development and relevant subject and curriculum areas. Through excellent communication they can identify misunderstandings within their subject and maintain a high level of enthusiasm.
Engage and motivate students to achieve their full potential and become confident and independent life-long learners in accordance with the KLASS Teachers' Code of Professional Practice .	PGA data demonstrates that learning and teaching is of the highest quality and in line with the Excellence in Learning and Teaching (JB) and Principles of Excellence (EP) frameworks. Student data demonstrates that students are making excellent progress.
Follow all school safeguarding policies and take active measures to ensure students are safe.	
Take an active role in mentoring, tutoring and supporting student care as appropriate and in accordance with expectations outlined by pastoral leaders.	
Build and nurture healthy and vibrant relationships for learning with students.	
Communicate and consult with parents as appropriate.	Teachers have consistent and open communication with parents. They are proactive where necessary.
Ensure that the use of technology is used to enhance learning, following the Learning Technologies Handbook Policy .	Teachers can identify and articulate the impact that technology use has on their students.

<p>Set and mark student work as per school assessment guidelines (Feedback and Marking Policy and Assessment Policy) and the KLASS Teachers' Code of Professional Practice.</p>	<p>Teachers give regular verbal or written feedback that impacts on student progress. School and team marking policies are seen in practice and teachers consistently reflect on ways of maximising the impact of feedback and assessment on students.</p>
<p>Develop students' ability to self and peer assess and provide them with the skills and knowledge to be an active participant in the reflection and target-setting process.</p>	<p>Teachers develop and implement strategies to enable students to continually reflect on their own work and to provide constructive feedback for peers. Reflection time is built into lessons regularly.</p>
<p>Assess, record and report on the development, progress and attainment of students in line with assessment guidelines in place (Assessment Policy and team assessment policies) and utilising all available data.</p>	<p>Teachers record and analyse assessments, discussing and identifying strategies for improvement with colleagues through professional dialogues. When reporting on students' progress to parents, comments will be individualised and show clear next steps for students.</p>
<p>Give written and verbal feedback to students which offers clear paths for improvement, that impacts student learning, provides high expectations and a sense of self worth</p>	<p>Students can articulate what they do well, what their next steps are and what they are working towards. Written feedback has an impact on student learning and is evident when looking at work samples.</p>
<p>Supervise and cover classes as needed, provide appropriate cover work for students when absent and follow cover and absence guidelines in the event of planned or unforeseen absence.</p>	<p>Teachers provide clear and appropriate tasks for cover teachers that build on the previous learning of the students. Plans outline the pastoral, social and academic needs of all students.</p>
<p>Participate in arrangements for preparing students for external tests and/or writing references or assessments for individual or groups of students.</p>	
<p>Register the attendance of students promptly and according to school requirements.</p>	<p>Teachers are proactive when following up cases of absence and support students upon return with any pastoral, medical or academic needs.</p>

Contribution to teams

Responsibilities include....	Where practice is excellent
Be proactive in collaborating with team members on the process of team self evaluation and action planning (the ASTRA process at EP).	Teachers engage positively in ongoing professional dialogue with team members, utilising quality assurance (PGA) data to reflect, identify and share excellence and to inform next steps and priorities. Teachers collaborate and also take responsibility for areas of team improvement.
Take an active role, both individually and collectively, in the planning, preparation and development of schemes of learning, teaching materials, teaching and learning and assessment strategies and pastoral arrangements.	Teachers seek out opportunities to plan, prepare and develop schemes of work that inspire and engage students. They use a range of materials and teaching and assessment strategies to ensure that student participation and progress is high.
Maintain an ongoing dialogue within team members as to the progress and attainment of students, learning and teaching and student care.	
Monitor the use of resources.	Develop and organise resources for schemes of learning and share these within teams and, where beneficial, with other departments.
Maintain open and positive channels of communication with team members, fostering a spirit of collegiality and building positive relationships.	Adopt the principles of coaching in order to empower others and nurture a solution-focused culture.

Contribution to the wider school community	
Responsibilities include....	Where practice is excellent....
Promote and support the vision and mission of the school.	
Promote and model school values, such as the KLASS Learner Attributes.	Teachers model all attributes, implement them into their planning and refer to the KLASS Learner Attributes verbally when interacting with students.
Communicate at all times with respect and exhibit professional behaviours in line with the KLASS Code of Professional Practice . This includes approaching situations with a solution-focused attitude.	
Collaborate with colleagues on cross-curricular projects, pedagogy, action research and professional growth, using strengths to develop others.	Teachers lead on professional learning, actively promoting the sharing of good practice and collaborative learning.
Supporting the wider school community and life of the school by attending and supporting school and PTA events.	Teachers attend, take part in and support all school and PTA events at the school.
Contribute to and support the school's ECA, service learning and trips provision as per school guidelines.	Teachers are actively involved in the extra curricular programme. They plan highly engaging lessons and activities to ensure engagement and progress.
Attend assemblies and other such collective school events.	
Participate actively in meetings which relate to curriculum, student care or the administration and organisation of the school as per the published meeting schedule and as deemed necessary by the Principal.	Teachers are solution-focused, positively and actively engaged in all meetings.
Carry out particular professional duties as may reasonably be assigned by the Principal.	
Communicate and co-operate with persons or bodies outside the school as required by the Principal.	