

Job Description

POST TITLE: Teacher

SCALE: TEACHERS' PAY SCALE (MAIN OR UPPER)

RESPONSIBLE TO:

**Governing Body
Head Teacher
Senior Leadership Team**

The school welcomes teachers of high professional standard and shares the responsibility with each teacher for continual review and the development of expertise.

All teachers make a valuable contribution to the school's development and, therefore, to the progress of all pupils.

The professional duties of teachers, (other than the Headteacher) are set out in the School Teachers Pay & Conditions Document and describe the duties required of all teachers and they must demonstrate that their practice meets the Teachers' Standards.

In addition, the specific requirements of the post, along with the particular duties expected of the post holder have been set out in this document.

1. PURPOSE OF POST

To deliver high quality teaching and learning to pupils who are assigned to the post holder the teacher will:

- Teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs
- Maintain the positive ethos and core values of the school, both inside and outside the classroom;
- Contribute to constructive team-building amongst teaching and non-teaching staff, parents and governors

2. DUTIES AND RESPONSIBILITIES

- Establish and maintain effective working relationships with colleagues as well as other professionals and institutions.
- To work daily to develop the ethos of the school within the classroom so that it permeates the whole curriculum.

- Ensure the safeguarding of all children and report concerns to the designated lead person by following the school's agreed policies and procedures
- To plan and deliver with support assemblies which help to develop the moral, social and emotional development of the children
- Implement agreed school policies and guidelines
- Maintain good order and discipline amongst pupils, in accordance with the school's behaviour policy
- Participate in meetings which relate to the school's leadership, curriculum, administration or organisation
- Participate, as required in meetings with colleagues, parents and other professionals in respect of duties and responsibilities of the post
- Take responsibility for personal professional development and be actively engaged in Performance Management within the school
- Supervise the work of any support staff, including higher level teaching assistants and support teachers, who are assigned to work with the post holder's pupils
- Provide leadership across the school in a designated subject or curriculum area, this to include:
 - i) Monitoring quality and standards
 - ii) Contributing to school planning and self-evaluation
 - iii) Providing professional support to other teachers and support staff
 - iv) Advising the Head teacher on appropriate resources and materials
 - v) Leading appropriate professional development

3. KNOWLEDGE AND UNDERSTANDING

- Have a secure knowledge and understanding of the National Curriculum programmes of study
- Select and make good use of ICT where appropriate within all aspects of the curriculum
- Be familiar with the school's current systems and structures as outlined in policy documents including the Health and Safety and Child Protection Policies
- Understand and know how national, local comparative and school data can be used to set clear targets, in order to improve pupil achievement
- Understand how a pupil's learning is affected by their physical, intellectual, emotional and social development
- Be familiar with subject specific health and safety requirements where relevant and plan lessons to avoid potential hazards.

4. PLANNING, TEACHING, CLASS MANAGEMENT

- Plan and deliver lessons with regard for the school's aims, policies and schemes of work
- Provide clear structures for lessons which maintain pace, motivation, challenge and are differentiated to enable all children access to the curriculum

- Make effective use of assessment information on pupils' attainment and progress in planning future lessons
- Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment so that teaching objectives and good progress are consistently achieved
- To create systems of organisation within the classroom to support teaching and learning and personal development of children.
- To be responsible for the behaviour of all children in accordance with the school behaviour policy and to encourage children to take responsibility for their own actions
- To create an exciting and interesting environment for teaching and learning to take place, in which children feel confident, secure and happy
- To be familiar with the Code of Practice for SEND and be responsible for recognising the special needs of children and to provide an effective curriculum for them in consultation with the Head teacher, Inclusion Leader and parents
- To recognise and be aware of medical and behavioural needs and to develop and implement appropriate strategies, records and support systems in consultation with outside agencies
- To strive to improve personal skills and talents through self-evaluation and identification of further professional needs

MONITORING, ASSESSMENT, RECORDING AND REPORTING

- Assess and record each pupil's progress systematically with reference to the school's current Assessment Policy and use the results to inform planning
- Mark and monitor class work and homework, providing constructive feedback and setting targets enabling the child to make further progress
- Provide verbal and written reports, formal and informal, on individual pupil progress, to the Head teacher, Senior Leaders and parents as required

Additional Duties and Responsibilities for Upper Pay Scale teachers:

Teachers in the upper pay scale can be expected to make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards.

In particular, upper pay scale teachers will:

- Provide a role model for professional practice in the school
- Make a distinctive contribution compared with other teachers
- Contribute effectively to the wider team

UPS1 or 2

As a teacher on Upper Pay Scale 1 or 2 you will make a substantial and sustained contribution to the school.

Teachers should meet the following Performance Threshold Standards and have evidence to show:

Knowledge and Understanding

Teachers should demonstrate that they have a thorough and up-to-date knowledge of the teaching of their subject(s) and take account of wider curriculum developments which are relevant to their work.

Teaching & Assessment

Teachers should demonstrate that they consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs.

Teachers should demonstrate that they consistently and effectively use a range of appropriate strategies for teaching and classroom management.

Teachers should demonstrate that they consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback.

Pupil Progress

Post Threshold Teachers should demonstrate that as a result of the teacher's teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good or better than similar pupils nationally.

This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.

Wider Professional Effectiveness

Post Threshold Teachers should demonstrate that they take responsibility for their professional development and use the outcomes to improve their teaching and pupils' learning.

Post Threshold Teachers should demonstrate that they make an active contribution to the policies and aspirations of the school.

Post Threshold Teachers should contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

Professional Characteristics

Teachers should demonstrate that they are effective professionals who challenge and support all pupils to do their best through:

- a. inspiring trust and confidence;
- b. building team commitment;
- c. engaging and motivating pupils;
- d. analytical thinking;
- e. positive action to improve the quality of pupils' learning.

UPS3

UPS3 Teachers must be highly competent in all elements of the Teachers' Standards and make achievements and contribution to the school that are substantial and sustained.

They must demonstrate an excellent depth and breadth of knowledge, skills and understanding of the Teachers' Standards and of developing adherence to those standards by colleagues

In addition to the requirements listed for UPS1 & UPS2 teachers, UPS3 teachers play a critical role in the life of the school through:-

- Working parties
- Governing Body
- Leading whole school initiatives
- Leading teams
- Ensuring the high quality of the learning environment around the school
- Leading or supporting opportunities to engage with parents and the wider community

4. GENERAL

Perform any reasonable duties as requested by the Head teacher

The post holder's duties must at all times be carried out in compliance with the Council's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.

- a) Take reasonable care of the health and safety of self and others
 - b) Co-operate with management of the Service as far as is necessary to enable the responsibilities placed upon the Service under the Health and Safety at Work Act to be performed, eg operate safe working practices.
 - c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards service users or employees, including those who may be for example from minority ethnic communities, women, disabled or older people, lesbians or gay men. The postholder should also counteract such practice or behaviour by challenging or reporting it.
-