PURPOSE OF THE POST
This job description should be read alongside the range of duties of teachers set out in the annual School Teachers’ Pay and Conditions Document. Members of staff should at all times work within the framework provided by the school and Local Authority’s policy statements to fulfil the general aims and objectives of the school’s Education Development Plan.

Framework
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 their workplace, including those designed to promote equality of opportunity.

DUTIES AND RESPONSIBILITIES
  Teaching and learning
  • Set high expectations which inspire motivate and challenge pupils to achieve their full potential
  • Promote good progress and outcomes by pupils establishing fair, respectful, trusting, and constructive relationships with them and their parents.
  • Deliver a high quality Early Years Foundation Stage curriculum
  • Understand and be able to use a range of teaching, learning and behaviour management strategies to meet the needs of all pupils including those with special needs, high ability and those with English as an additional language
  • Provide and use a stimulating, well ordered enabling environment to promote differentiated learning for all pupils.
  • Understand and use a range of approaches to assessment, including formative and summative assessments that lead to progress and learning
  • Build on the prior knowledge and attainment of those they teach in order that pupils make sustained progress and become independent, motivated learners.
  • Use assessment as part of their teaching to assess pupils’ needs, set realistic and challenging targets for progress and plan future teaching.
  • 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.
  • Provide pupils, parents and carers with timely, accurate and constructive feedback on pupil’s attainment, progress and areas for development.
  • Manage pupils’ behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
  • Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-regulation and independence of pupils.

Achievement and Diversity
  • Understand how children and young people develop and how the progress, rate of development and well-being of pupils are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
  • 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 know 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 pupils with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
  • Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and know how to refer to sources of information, advice and support from external agencies.
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 and follow the safeguarding procedures.
- Identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and refer them to colleagues for specialist support as appropriate.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that pupils feel safe, secure and confident.

Communicating and working with others
- Communicate effectively with children, young people and colleagues.
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.

Personal and 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.
- Act upon advice and feedback and be open to coaching and mentoring.

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.

PERSONAL RESPONSIBILITIES
- To carry out the duties and responsibilities of the post, in accordance with the school’s Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- To take responsibility for safeguarding and promoting the welfare of children.
- To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner with due regard to GDPR.
- To undertake training and professional development as appropriate.
- To undertake other duties appropriate to the post that may reasonably be required from time to time.

PERFORMANCE STANDARDS
- To ensure that all services within the areas of responsibility are provided in accordance with the school’s commitment to high quality service provision to the community.
- At all times to carry out the responsibilities of the post with due regard to the school’s Equal Opportunities and Inclusion policy.

Reporting to:
Headteacher: Mary Hart