Name:		Date Drafted:	Summer 2019
		Date Reviewed:	

JOB DESCRIPTION

The purpose of this Job Description is to set out in general terms the management, purpose and responsibilities of a specific job at The Northworthy Trust. It is not intended to be a comprehensive listing of every task that an employee might be called upon to undertake. Neither is it a legal document, although it may be referred to in Contracts of Employment.

The Northworthy Trust

MANAGEMENT DETAILS

Job Title:	Teacher
Salary:	Upper Pay Scale 1-3
Reporting to:	Governing Body via the Headteacher
Line Manager:	Head of Department
Directly Supervised Posts:	None
Indirectly Supervised Posts:	
Employee Signature and Date:	
Line Manager Signature and Date:	

DUTIES OF ALL EMPLOYEES

1) Work towards and promote the School Vision and the current school aims outlined in the School Improvement Plan.
2) Work towards the National Standards for Qualified Teacher Status as defined in the latest version issued by the Department for Education.
3) Fulfil the responsibilities of all teachers as defined in the most recent version of the School Teachers Pay and Conditions Document.
4) Commit to safeguarding and promoting the welfare of children.
5) Undertake professional development activities to enhance personal development and job performance.
6) Carry out a share of supervisory duties in accordance with published rosters.
7) Participate in appropriate meetings with staff and parents as defined by the school calendar.
8) Be subject to DBS checks as required by the School.

DUTIES SPECIFIC TO TEACHERS

1) Plan, teach and evaluate lessons to ensure a variety of tasks and learning experiences for students matched to their needs thus ensuring high quality learning
2) Continuously assess students, provide feedback, set targets for students and ensure they know how best to improve.
3) Use positive discipline management techniques to resolve conflict and promote collaborative learning.
4) Consistently apply and develop whole school policies to ensure effective learning and inclusion.
5) Contribute to the teaching of literacy and numeracy across the curriculum.
6) Use appropriate ICT to ensure effective learning.
7) Act as a tutor to a group of students in accordance with the defined *Role of the Form Tutor* job description
8) Work with parents as partners to raise standards and achievement.
9) Form professional and co-operative working relationships with colleagues.
10) Set a good example to students through professional conduct and personal presentation.
11) Commitment to ensuring that every student is given the opportunity to achieve their potential and meet the high expectations set for them.
12) Be responsible to your line manager.
13) Deliver teaching, training and awareness-raising activities to students, staff and members of the wider community.
14) In addition to the above you may be asked to undertake any other duties which may be commensurate with role / grade. Any additional duties which are reasonably regarded as of a permanent nature shall be incorporated into the job description in specific cases.

DUTIES SPECIFIC TO UPPER PAY SCALE TEACHERS

The Trust works within national guidelines and the UPS criteria to assess staff wishing to be considered for Threshold Progression. To satisfy the requirements of the Upper Pay Scale, teachers are expected to be **highly competent** and be making contributions to the school that are **substantial** and **sustained**.

'Highly competent' means performance which is not only good but often outstanding and also enough to

provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

'**Substantial**' means of real importance, validity or value to the school; playing a critical role in the life of the school; providing a role model for teaching and learning; making a distinctive contribution to the raising of pupil / student standards; taking advantage of appropriate opportunities for professional development and using the outcomes effectively to improve pupil's / student's learning.

'**Sustained**' means maintained continuously over a period not shorter than four academic years (not including the NQT year). The result of this is that a teacher may acquire UPS status a year earlier than previously possible.

In Northworthy Trust schools, **highly competent** teachers continually secure good or better progress of their classes and they contribute widely to the school. This means that they:

- are working at an enhanced level,
- are able to effectively support other teachers in the school and Trust and can demonstrate the impact of their support, advice and guidance on the development of others.

In Northworthy Trust schools, **substantial** means more than what is expected of a main pay scale teacher. There is a very real difference between a teacher on UPS and those colleagues on MPS. This means that a UPS teacher is making a substantial impact because they:

- promote the ethos and vision of the school in their day to day work by their work in classes and around the school;
- actively support school policy and practice and support senior colleagues in ensuring other staff work to agreed policy in their own practice;
- secure good or better outcomes for their classes and therefore contribute, more than a main pay scale teacher, to the raising of pupil / student standards;
- contribute to the wider life of the school and actively support strategies aimed at school improvement.

A teacher on UPS needs to **sustain** their performance as measured against the progression criteria and the supporting notes above. They will need to gather evidence which shows them sustaining this level of teacher. It will also be important to demonstrate how they have taken on further responsibilities across the school, in addition to any paid responsibility.

The overall work of a teacher on UPS will need to show that:

- their achievement and contribution to school has been substantial and sustained;
- they have continued to meet post-threshold requirements;
- they have grown professionally by developing teaching expertise post-threshold

In practice, this means that when a teacher enters UPS, they need to continue improving and demonstrating that the high standards of the Upper Pay Scale are maintained and that they are continuing to develop professionally by contributing to the school on a wider basis. Movement or progression is ordinarily every two years unless in exceptional circumstances.

Exemplar of a teacher within the Upper Pay Scale

The Northworthy Trust uses the UPS criteria as a framework. The following provides some further details regarding a teacher on UPS:

- Their teaching is allowing pupils / students to make good or better progress
- They model and support other teachers by:
    - providing advice and guidance to other teachers so that the practice of others can improve
    - being actively engaged in coaching and mentoring other colleagues
    - team teaching with other staff
    - supporting others in planning and developing their subject knowledge
    - modelling effective practice by accepting other teachers into their classrooms
    - contributing to whole school professional development activities.
- They are model learners themselves which means they:
    - continue to develop themselves and their pedagogy through effective CPD
    - have excellent subject knowledge and continue to keep this up to date in order to inform their

practice and that of others

- They support the ethos and culture of the school and promote collective responsibility by:
  - supporting school policies around the school, in lessons and in unstructured times
  - understanding that they have a responsibility outside of the classroom to support activities and strategies aimed at promoting the ethos of the school.

NOTES

1) The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions Employment.
2) This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it shall be construed. In allocating time to the performance of duties, the postholder must have regard to the school's published Directed Time Policy.
3) The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once per two years and may be subject to modification or amendment at any time after consultation with the postholder.