

Job Description 2021

Teacher MPS 1-6

The appointment of a Teacher is subject to QTS status and the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STCPD) and other current legislation.

This job description includes references to:

- The School Development Plan
- Professional Standards for Teachers
- Teacher Appraisal

Part 1

General description of the post

The holder of this post is expected to carry out the professional duties of a teacher as described below and as expected in the most recent School Teachers Pay and Conditions Document (STPCD), as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

The post-holder is required to fully support the vision, ethos (including the Christian values) and policies of the school.

The Teacher must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Responsibilities

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

St Paul's CE Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff, governors and volunteers to share this commitment. Successful applicants will be required to complete an enhanced DBS disclosure.

Part 2

Promotes good progress and outcomes

- Is accountable for pupils' attainment, progress and outcomes.
- Plans teaching to build on pupils' capabilities and prior knowledge.
- Guides pupils to reflect on the progress they have made and their emerging needs.
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourages pupils to take a responsible and conscientious attitude to their own work and study.

Adapts teaching to respond to the strengths and needs of all pupils

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and

evaluate distinctive teaching approaches to engage and support them.

Makes accurate and productive use of assessment

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Demonstrates good subject and curriculum knowledge

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- In teaching early reading, demonstrates a clear understanding of systematic synthetic phonics.
- In teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies.

Plans and teaches well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).

Sets high expectations which inspire, motivate and challenge pupils

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils.

Manages behaviour effectively to ensure a good and safe learning environment

- Has clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Has high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfils wider professional responsibilities

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploys support staff effectively.
- Lead a curriculum area.

- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to pupils' achievements and well-being.
- Fully committed to using the Christian ethos and principles of the school to help achieve our school mission and vision and to support teaching and learning.

HEADTEACHER		TEACHER	
	DATE		DATE

This job description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually as part of the teacher appraisal process.

**Personal specifications.
Class teacher.**

POSITION: MPS Teacher/KS2

GRADE: M1-M6

SCHOOL: ST PAUL'S C OF E PRIMARY SCHOOL

CRITERIA

You must demonstrate on your application form and in the interview that you meet the following essential criteria.

Education, experience, skills and knowledge	Essential/Desirable	
Qualified Teacher Status and evidence of appropriate training.	Essential	

Proven highly successful teaching experience (and or teaching practise) in KS2.	Essential	
Proven experience of planning and managing the curriculum and learning for a class	Essential	
Proven experience of leading a subject area.	Desirable	
Personal Qualities		
Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.	Essential	
Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.	Essential	
Commitment to Excellence		
Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.	Desirable	
Interpersonal Skills		
The ability to work as member of a team and develop and maintain good relations with all members of the school community.	Essential	
To work co-operatively with external agencies as required.	Essential	
Communications		
Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.	Essential	

Education and Curriculum		
An understanding of the different ways in which children learn.	Essential	
Evidence of excellent organisational skills to create and maintain a stimulating and attractive learning environment (as appropriate for career stage)..	Essential	
Knowledge of learning strategies for children of all abilities.	Essential	
Evidence of good general knowledge of the requirements of the National Curriculum.	Essential	
Assessment		
Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.	Essential	
Behaviour and Ethos		
Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the school.	Essential	
Safeguarding		
An understanding of the responsibility of the class teacher with regard to the safeguarding of pupils in their care.	Essential	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	Essential	

Working in a Church School		
A commitment to supporting the ethos and aims of a church school	Essential	