

Teacher - SALT Job Description

MAIN SCALE TEACHER JOB ROLE AND DESCRIPTION OF RESPONSIBILITIES

1. **Leadership and development of teaching**

- Respond to requests to implement workplace policies and practices.
- Implement these within their department or across their area of responsibility
- Reflect upon their teaching and classroom practices and be self-motivated to develop their own classroom practice.

2. **Improving teaching through research**

- Take responsibility to develop their own understanding of developing educational and pedagogical research to influence their own teaching and development.

3. **Behaviour management and attitudes to learning**

Set high expectations which inspire, motivate and challenge pupils

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

Manage behaviour effectively to ensure a good and safe learning environment

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

4. **Assessment, marking and planning**

Plan and teach well-structured lessons

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

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

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- Demonstrate 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;
- Have 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.

Make accurate and productive use of assessment

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

5. Subject and skills knowledge.

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialist subject.

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes;
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
- Guide pupils to reflect on the progress they have made and their emerging needs;
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
- Encourage pupils to take a responsible and conscientious attitude to their own work and study;
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students.

6. Impact on achievement within their own classroom, their department, across their area of responsibility and across the whole Academy.

The development of a varied and appropriate curriculum

- Contribute to aspects of Faculty / Subject Schemes of Work;

Pastoral duties

- Be a form tutor or class teacher to an assigned group of students;
- Promote the general progress and well-being of individual students and of the Form Tutor Group/ class as a whole;
- Liaise with the Pastoral Leader or learning mentor (as appropriate) to ensure the implementation of the academy's pastoral system;
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life;
- Contribute to the preparation of Action Plans and progress files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;

- Communicate, as appropriate, with parents of students and persons or bodies outside the academy concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to PSHCE and citizenship and enterprise according to academy policy.

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy;
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- Deploy support staff effectively;
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
- Take responsibility for their own professional development and duties in relation to academy policies and practices;
- Communicate effectively with parents with regard to pupils' achievements and well-being;
- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the academy;
- Contribute to the corporate life of the academy through effective participation in meetings and management systems necessary to coordinate the management of the academy;
- Take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review days and events with partner schools;
- Support the effective use of Learning Support Assistants/Teaching Assistants assigned to work in lessons;
- Participate in administrative and organisational tasks related to the duties described above, including the direction or supervision of persons providing support in the classroom, attending assemblies, registering the attendance of students, supervising students during duties before, during or after school sessions.

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POST-THRESHOLD TEACHER JOB ROLE AND DESCRIPTION OF RESPONSIBILITIES

The post holder is expected to demonstrate all the attributes of a classroom teacher, and also to undertake their professional duties within the conditions operative at the time of issue of this Job Description. In addition, post-threshold teachers will be expected to demonstrate the following attributes and undertake a range of the following responsibilities:

Attributes:

Post-threshold teachers are expected to:

1. Leadership and development of teaching

- Identify opportunities to develop one's own teaching and classroom practices to develop and model good and outstanding practices.

2. Improving teaching through research

- Integrate recent developments in teaching and learning into their own practice, including those relating to subject/curriculum knowledge. They will be reflective about their own practice and effectiveness: sharing with, and learning from the work of others, and constantly seeking ways to improve through innovation and research.

3. Behaviour management and attitudes to learning

- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential, and how to share these skills with others.

4. Assessment, marking and planning

- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications;

5. Subject and skills knowledge

- Be a source of information and knowledge about their subject area and aspects of the curriculum, promoting sharing good practice within their department and/or across the Academy.
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Teach lessons that are at least "Good", which lead to learners achieving well relative to their prior attainment, making progress over time that is as good as, or better than, similar learners nationally. This will mean that they are flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners.

6. Impact on achievement within their own classroom, their department and/or across the Academy.

- Initiate and promote change at a departmental and/or academy level;
- Promote collaboration and work effectively as a team member;
- Model this to others within the department and the Academy.
- Take ownership for aspects of a curriculum and drive forward improvements in teaching and learning at least at a departmental level.
- Additional Responsibilities:
Post-threshold teachers should, in negotiation with subject team-leaders and by agreement with the Principal, assume additional responsibilities including, but not limited to, the following:
 - Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation;
 - Contribute to and be responsible for aspects of Faculty or Subject curriculum planning, such as post-16 subject schemes where the faculty/curriculum area is responsible for a number of different post-16 courses/subjects at Level 2 and Level 3;
 - Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.