WILLIAM ELLIS SCHOOL

Job Description

JOB TITLE: Teacher

RESPONSIBLE TO: Line Manager(s) as assigned, SLT in accordance with their job descriptions, the Headteacher and Governing Body

Key purposes:

- As a subject teacher, to prepare and teach lessons that fulfil the planned curriculum for the subject and meet the needs of all students in assigned teaching groups
- As a form tutor or attached tutor, to provide pastoral and academic support to a group of students
- As a member of staff, to play and active part in the departmental, faculty and pastoral teams to which he/she belongs

Values and behaviour

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils. (Teachers' Standards 2012)

General description of the post

The holder of this post is expected to carry out the professional duties of a Teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

School Mission Context

- To support and develop the culture and ethos of William Ellis and work positively and in accordance with agreed policies and procedures, actively seeking to foster good relationships with parents /carers, the local community and all members of the School.
- To promote and celebrate the successes of the School and all it stands for, on all occasions and, in particular, in fostering a positive image with stakeholders.
- To plan, implement, monitor and review the work and the use of resources for which responsible in the best interests of the School
- To acknowledge and act upon the necessity for personal professional development and participate in the School's scheme for Appraisal.
- To use every opportunity to act as a role model of professional conduct and presence with colleagues, students and the wider community, demonstrating high personal standards of expertise, commitment and service to William Ellis.

Responsibilities

The post-holder is accountable to his/her line manager(s) in all matters.

Duties

- Setting clear and challenging targets that build on prior attainment for each pupil.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Marking and monitoring pupils' work and set targets for progress; assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Giving every child the opportunity to reach their potential.
- Teaching allocated pupils by planning teaching to achieve progression of learning
- Monitoring and intervening to ensure sound learning and discipline.
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught.
- Assessing how well learning objectives have been achieved and using them to improve specific aspects of teaching.
- Evaluating own teaching critically to improve effectiveness.
- Collecting, analysing and reporting on pupils' views of their subject area.
- Managing other adults in the classroom.
- Supporting team commitment with colleagues through collaborative planning.
- Drafting performance management objectives and ensuring agreed evidence is available for review against agreed criteria.
- Reporting termly to parents to discuss and review progress
- Liaise effectively with parents and governors
- To be an active member of school improvement and professional development groups as reasonably assigned

PERFORMANCE CRITERIA

This section relates directly to the relevant teachers' standards (DfE, May 2012) and sets out the criteria by which a teacher's performance will be assessed through the appraisal process.

1. **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.

2. **Promotes good progress and outcomes by pupils**

- 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.

3. **Demonstrates good subject and curriculum knowledge**

- has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings
- demonstrates a critical understanding of developments in the subject and curriculum areas, and promotes 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.

4. **Plans and teaches well-structured lessons**

- imparts knowledge and develops 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).

5. 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.

6. Makes accurate and productive use of assessment

- knows and understands 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 encourages pupils to respond to the feedback.

7. Manages behaviour effectively to ensure a good and safe learning environment

- has clear rules and routines for behaviour in classrooms, and takes 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 establishes 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, exercises appropriate authority, and acts decisively when necessary.

8. 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
- 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.

ADDITIONAL PERFORMANCE EXPECTATIONS FOR POST THRESHOLD TEACHERS

This section relates directly to the professional standards for a post-threshold teacher and sets out the criteria by which a teacher's performance will be assessed through the appraisal process.

- Makes a significant contribution to the development and implementation of school policies and practices and promotes collective responsibility for their implementation, including an active contribution to the school-wide positive climate for learning (P1)
- Demonstrates consistent and effective use of an extensive range of appropriate strategies for teaching, learning and behaviour management (P2)
- Provides opportunities for all students to achieve their potential through effectively personalising learning (P2)
- Demonstrates an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum areas they teach, including those related to public examinations and qualifications (P3)
- Demonstrates an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability to meeting students' needs (P4)
- Demonstrates a more developed knowledge and understanding of progression in their subject/curriculum area and related pedagogy and uses this in their teaching to ensure pupils make good progress (P5)
- Has the depth of knowledge and experience to give advice on the development and well-being of young people (P6)
- Demonstrates proficiency, flexibility and creativity in designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners (P7)
- Demonstrates that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally. This will 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. (P8)
- Promotes collaboration and works effectively as a team member (P9)
- Contributes to the professional development of the school workforce through coaching and mentoring colleagues, and improves the quality of teaching in the school through demonstrating effective teaching and providing advice and feedback to other teachers (P10)

Additional Notes

1. *Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*
2. *Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.*
3. *The School takes seriously its responsibilities to ensure all staff have a good work/life balance and any concerns should be addressed to the Headteacher.*
4. *This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the appraisal process.*

PERSON SPECIFICATION - follows