

## **JOB DESCRIPTION**

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**POSITION:** MPS Classroom Teacher (Science)

**GRADE:** Main Payscale 1-6

**SCHOOL:** Highbury Fields School

**RESPONSIBLE TO:** Head of Faculty

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### **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's policy statements to fulfil objectives of the School Development Plan.

### **MAIN RESPONSIBILITIES**

#### **1. Relationships with children and young people**

- Have high expectations of students and a commitment to ensuring that they achieve their full potential.
- Adopt high standards of behaviour in their professional role.

#### **2. Frameworks**

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work including policies designed to promote equality of opportunity.

#### **3. Communicating and working with others**

- Communicate effectively with students, colleagues and parents and carers, giving timely and relevant information about attainment, progress and well-being.
- Have a commitment to collaboration and co-operative working where appropriate.

#### **4. Personal and professional development**

- Evaluate their performance and be committed to improving their practice through continuous professional development.
- Act upon advice and feedback and be open to coaching and mentoring, maintaining a creative and constructively critical approach towards innovation.

#### **5. Planning**

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT, personal, learning, emotional and thinking skills.

- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.

## **6. Learning and Teaching**

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies.
- Teach engaging and motivating lessons informed by high expectations of students and designed to raise levels of attainment.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
  - a. use an appropriate range of teaching strategies and resources, including e-learning, to ensure that all students make good or better progress.
  - b. build on the prior knowledge and attainment of those they teach in order that students achieve learning objectives
  - c. develop concepts and processes which enable learners to apply new knowledge, understanding and skills
  - d. manage the learning of individuals, groups and whole classes effectively using differentiation to ensure that all students are appropriately challenged and make good or better progress.
- Identify and use opportunities to personalise and extend learning through out-of-school contexts.
- Manage learners' 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-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

## **7. Assessing, monitoring and giving feedback**

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students' progress and levels of attainment.
- Provide students, colleagues, parents and carers with timely, accurate and constructive feedback on attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning and identify the progress they have made through the employment of Assessment for Learning practices.
- Use assessment as part of their teaching to set realistic and challenging targets for improvement and plan future teaching.
- Know the assessment requirements and arrangements for the subjects they teach, including those relating to public examinations and qualifications.
- Review the effectiveness of their teaching and its impact on students' progress, attainment and well-being, refining approaches where necessary including the impact of the feedback provided to students on how to improve their attainment.
- Know how to use local and national data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

## **8. Subjects and curriculum**

- Have a secure knowledge and understanding of their subjects including the contribution that their subjects can make to cross-curricular learning.

- Know and understand the relevant statutory and non-statutory curricula and frameworks and other relevant initiatives across the age and ability range they teach.

#### **9. Literacy, numeracy and ICT**

- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

#### **10. Achievement and Diversity**

- Understand how young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental and social influences.
- 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 learners with special educational needs, disabilities and other individual learning needs, and the contributions they make to the learning, development and well-being of students.
- Know when to draw on the expertise of colleagues and to refer to sources of information, advice and support from external agencies within the context of the school's Inclusion framework.

#### **11. Health and well-being**

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of young people including the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures and how to support students whose progress, development or well-being is affected by difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding, well-being and Health and Safety so that learners feel secure and are confidently ready to learn.

#### **12. 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.

### **PERFORMANCE STANDARDS**

- At all times to carry out the responsibilities of the post with due regard to the school's Equal Opportunities policy.

### **ADDITIONAL RESPONSIBILITIES**

To undertake such additional responsibilities as may, from time to time, be considered to be reasonable and required by the Headteacher.

Signed ----- Date -----

## PERSON SPECIFICATION

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### CRITERIA

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

#### REQUIREMENTS

##### EDUCATION AND EXPERIENCE

#### ESSENTIAL CRITERIA

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| E.1. | Qualified Teacher Status and evidence of appropriate subsequent in-service training.   |
| E.2  | Proven experience of leading and managing change at an appropriate level including the curriculum, classroom organisation and administration in a school.  |
| E.3. | Proven experience of high standards of classroom practice and of teaching area of responsibility.  |
| E.4  | <b>Personal Qualities</b><br>Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.  |
| E.5  | Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.   |
| E.6  | <b>Commitment to Excellence</b><br>Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.  |
| E.7  | <b>Interpersonal Skills</b><br>Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff of the Local Education Authority and relevant agencies as required. |
| E.8  | <b>Communications</b><br>Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.  |
| E.9  | <b>Educational and Curriculum Matters</b><br>An understanding of the different ways in which children learn  |

- and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.
- E.10 Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.
- E.11 Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.
- E.12 A thorough knowledge of the area of responsibility including its specific requirements in relation to the National Curriculum and learning strategies for children of all abilities.
- E.13 Evidence of good general knowledge of the requirements of the National Curriculum.
- E.14 **Performance Review**  
Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.
- E.15 **Record Keeping**  
Evidence of knowledge and understanding of effective record keeping, and its use to promote the educational and personal development of all children within the school.
- E.16 **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.
- E.17 **Health and Safety**  
An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care.
- E.18 Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- E.19 Ability to deliver services to customers meeting the school's standard for customer care.
- E.20 A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the service.
- E.21 A commitment to deliver services with the framework of the school's equal opportunities policy.