

## Job Description

### Teacher – Facilitator of Learning

The following description of the main duties and responsibilities is based on the Teacher Standards

Applicable across all the schools in the group

#### **JOB PURPOSE**

To provide a broad and balanced education for a class of students, within a secure, stimulating environment in which each individual can achieve full potential, through the acquisition of knowledge, through social inter-action, physical and moral development and decision-making. This related to the general School Aims and Learning Policy.

#### **RESPONSIBLE TO**

Principal

#### **RESPONSIBLE FOR**

1. Class of students
2. Teaching Assistant in own class
3. Any Students assigned to own class
4. Parent helpers invited into own class
5. Encouragement of the teaching of 'co-ordinating subject'\* by all other members of staff

#### **KEY ACCOUNTABILITIES**

1. Facilitating the learning of a class of students, as part of a year group team
2. Fulfil wider professional responsibilities taking part in whole school planning and organisation
3. Co-ordination of a specific specialist subject (Each member of the teaching staff will be allocated at least one subject to co-ordinate and promote within the school. Subject to be agreed with the Principal prior to each Autumn Term.)

#### **KEY TASKS**

##### TO UPHOLD THE SCHOOL ETHOS

To live share and celebrate the love of learning in a Christian environment whilst welcoming those of other faiths or none.

##### FACILITATE LEARNING/ TEACHING

###### **Set High expectations which inspire, motivate and challenge pupils**

- Provide a safe and stimulating learning environment for pupils rooted in mutual respect
- Set goals that stretch challenge motivate and guide the students of all backgrounds, abilities and dispositions in their educational and personal development
- Demonstrate consistently positive attitudes, values and behaviour which are expected of the students

###### **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.

### **Demonstrate Good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas and research subject areas to be covered
- 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
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- Prepare schemes of work on a term and yearly basis as part of the year group team
- Record weekly (year group) and daily (individual) plans in accordance with agreed school policy

### **Plan and Teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and students'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).
- Assess current levels of resourcing and future needs and prepare orders for materials required within given budget
- To act as an exemplar of good classroom practice in facilitating learning, organisation, presentation and display, in own specialist subject area

### **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
- Encourage child initiated tasks and provide differentiated work
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Design and prepare learning experiences and activities appropriate to students's needs using a variety of teaching techniques and differentiated where required
- Demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support pupils' education at different stages of development
- Provide displays which are relevant and well maintained and resources well organised and sufficiently accessible to promote independent learning
- 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.
- Organise classroom, groups and resources as appropriate to the teaching technique employed
- Encourage increasing use of ICT in all areas of the curriculum

### **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
- Record observations, achievements and any areas of concern
- Use relevant data to monitor progress, understanding and enthusiasm

- Use relevant data to set targets, and plan subsequent lessons
- Take an overview of learning experiences provided with particular regard to students's responses and above evidence of progress using this information to inform future planning and curriculum development
- Give pupils regular feedback, both in discussing orally and through accurate marking as consistent with the school's Teaching and Learning Policy and Marking Policy, and encourage pupils to respond to the feedback.
- Observe and respond positively to students at work
- Discuss work with the students (written, drawn, models etc.)
- Write positive reports on students's progress in line with the school report writing policy and liaise with parents on specific school occasions

### **Manage Behaviour effectively to ensure a good and safe learning environment**

- Have clear rules and routines for behaviour in classrooms, with consistent guidance and responses within which students may feel secure to develop socially, morally and emotionally
- Take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school'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 and adjust approaches to meet the needs of individual students
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Prepare students to take an assembly each term
- Meet with the parents from time to time to discuss specific needs of an individual child
- Seek and make use of advice from outside agencies or professionals where necessary
- Take part in First Aid Training on a regular basis

### **FULFIL WIDER PROFESSIONAL RESPONSIBILITIES:**

- Make a positive contribution to the wider life and ethos of the school
- Share information and expertise and consider areas for development which will benefit the whole school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Liaise closely with the Achievement Support Leader (SENCO) and Principal in supporting students with special educational needs
- Liaise closely with teachers of parallel classes in order to promote equality of opportunity for pupils and further support systems for staff
- Deploy support staff effectively and work closely with Teaching Assistants, (and possible student or parent helpers), involving them in planning where possible and giving them clear briefing and support regarding the activities in which they are involve
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Take part in year group planning meetings and work closely with other members of staff in formulating school policies and schemes of work for designated subject areas
- Attend and take part in meetings concerned with whole school policies, topic planning etc.
- Monitor the implementation of agreed policies and schemes
- Communicate effectively with parents with regard to pupils' achievements and well-being and foster good relationships which encourage their involvement in their child's learning and home support
- Run parent liaison / workshops when and if required
- Work in co-operation with governors, welcoming them into classrooms and other meetings
- Support Principal and inform her of any parental concerns over the students

## SPECIALIST SUBJECT CO-ORDINATOR / ENTHUSIAST:

- Co-ordinating the specialist subject throughout the school
- Acting as an enthusiastic consultant for other members of staff
- Ensuring that subject maintains a high profile in school
- Run a weekly after school activity in your specialist subject or another area, to be agreed with the Principal

### **Specialist Subject Development**

- Updating the policy and scheme of work for the subject, to ensure continuity, progression, and full coverage of the subject in the light of National Curriculum guidelines
- Advising and supporting teachers with assessment, in line with the whole school assessment policy
- Attending meetings and courses in order to keep in touch with recent developments and disseminate information at full staff meetings
- Liaise with other schools where appropriate

### **Specialist Subject Resources**

- Evaluating, ordering, managing and promoting suitable resources in your specialist subject so that each year group has the equipment that they need

### **Staff Development in Specialist Subject**

- Organise in-Service training for teachers from time to time in your specialist subject area
- Keep abreast of educational development through the internet and reading, and be willing to attend at least one course to support your own professional development every year

## PERSONAL AND PROFESSIONAL CONDUCT:

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's employment at Canary Wharf College.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - Showing tolerance of and respect for the rights of others
  - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of Canary Wharf College, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.