



Sir Graham Balfour Multi-Academy Trust

JOB DESCRIPTION	
Post:	Classroom Teacher
Core Purpose:	To deliver a quality learning experience which promotes high standards of attainment and provides students with the opportunity to fulfil their potential and to carry out such duties as are reasonably assigned by the Headteacher
Responsible to:	The Headteacher in all matters; the Head of Department/Faculty in curricular matters; the House Head in pastoral matters.
Key Expectations	Teachers must: <ul style="list-style-type: none">• Make the education of their students their first concern, and be accountable for achieving the highest possible standards in work and conduct.• 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 the students.

PART ONE: TEACHING

A teacher must:

- 1 Set high expectations which inspire, motivate and challenge students by:**
 - establishing a stimulating learning environment for students, rooted in mutual respect.
 - setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.
 - demonstrating consistently the positive attitudes, values and behaviour which are expected of students.
 - promoting and safeguarding the welfare of all students by following the policies and procedures of the school.
- 2 Promote good progress and outcomes by:**
 - being accountable for students' attainment, progress and outcomes.
 - being aware of students' capabilities and their prior knowledge, and plan teaching to build on these.
 - guiding students to reflect on the progress they have made and their emerging needs.
 - demonstrating knowledge and understanding of how students learn and how this impacts on teaching.
 - encouraging students to take a responsible and conscientious attitude to their own work and study.
- 3 Demonstrate good subject and curriculum knowledge by:**

- having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings.
- demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.
- demonstrating an understanding of and taking responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

4 Plan and teach well-structured lessons by:

- imparting knowledge and developing understanding through effective use of lesson time.
- promoting a love of learning and children's intellectual curiosity.
- setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- reflecting systematically on the effectiveness of lessons and approaches to teaching.
- contributing to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all students by:

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

6 Make accurate and productive use of assessment by:

- knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- making use of formative and summative assessment to secure students' progress.
- using relevant data to monitor progress, set targets, and plan subsequent lessons.
- giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment by:

- having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy (B4L).
- having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.

8 Fulfil wider professional responsibilities by:

- making a positive contribution to the wider life and ethos of the school.
- developing effective professional relationships with colleagues, engaging in a professional dialogue, knowing how and when to draw on advice and specialist support.
- deploying support staff effectively.
- taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- participating fully in faculty reviews.
- participating fully in Performance Management reviews.
- celebrating student success as per school policy and procedure.
- communicating effectively with parents with regard to students' achievements and well-being, reporting to parents and attending parents evenings as directed.

9 Operational Responsibilities:

- Adhere to and implement the school's Child Protection procedures.
- Mark and keep accurate class attendance registers
- Control and oversee the use and storage of educational resources provided for class usage.
- Attend all Tuesday after school meetings.
- Play a full and active role in staff professional development activities as directed.
- Undertake daily duties as agreed with the Headteacher.
- Support and uphold all school policies.
- Ensure any Health and Safety issues are brought to the attention of the Head of Department/Faculty.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

All teachers are 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 career.

- Teachers must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating students 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 students' 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, mutual respect, and tolerance of those with different faiths and beliefs.
 - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school 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.

This job description is to be carried out in accordance with the current School Teacher's Pay and Conditions document and within the range of duties set out in that document so far as relevant to the postholder's title and salary grade. The post is otherwise subject to the conditions of service for School Teachers in England and Wales and to locally agreed conditions of employment to the extent they are incorporated in the postholder's individual contract of employment.