



KING EDWARD VI
SCHOOL LICHFIELD

Teacher's Job Description

Name_____

Subjects Taught_____

Line Manager_____

What follows is designed as a generic job description for all teachers. Where the teacher named above has specific responsibilities in addition to those outlined below these are detailed in the final section of this job description.

The conditions of employment of teachers are provided in the 'School Teachers' Pay and Conditions Document', issued annually. The points which follow are provided for general guidance, reference, and to clarify the emphasis which we support at King Edward VI School. Professional duties are based upon National Teacher Standards.

Teachers at King Edward VI School work towards the aims of the School and towards achieving the highest possible standards with all of our students.

The aims of the school are:

- We want everyone in our school to develop to their full potential
- We value qualities of self-esteem, confidence, satisfaction and enjoyment through effort and achievement.
- We show a sense of responsibility for one another and for the school community as a whole.

Professional Duties

1. Teaching

In their work within the classroom and elsewhere all teaching staff are expected to set high expectations which inspire, motivate and challenge all students. They should seek to:

- 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 which are expected of students.

2. *Student Progress and Outcomes*

All teaching staff at King Edward VI School are expected to:

- be accountable for students' attainment, progress and outcomes;
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these;
- guide students to reflect on the progress they have made and their emerging needs;
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching;
- encourage students to take a responsible and conscientious attitude to their own work and study.

3. *Subject and Curriculum Knowledge*

At King Edward VI School Governors seek always to appoint subject specialists who are expected to:

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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;

4. *Lesson Planning*

Thoughtful and careful planning of lessons is considered to be an important part of the work of all teachers at King Edward VI School. They are expected to:

- impart knowledge and develop understanding through effective use of lesson time;
- promote a love of learning and young people's intellectual curiosity;
- set homework and plan other out-of-class activities to consolidate and extend the knowledge & understanding students 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).

5. *Differentiation*

Teachers are expected to adapt their teaching appropriately to respond to the strengths and needs of all students and to:

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively;
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these;
- demonstrate an awareness of the physical, social and intellectual development of young people, and know how to adapt teaching to support students' education at different stages of development;
- have a clear understanding of the needs of all students, including those with SEN; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Use of Assessment

Teachers are expected to be able to use an appropriate range of assessment strategies accurately and productively and demonstrate that they:

- 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 students' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give students regular feedback, both orally and through accurate marking, and encourage them to respond to the feedback.

7. Behaviour Management

Teachers should aim to maintain a safe and positive learning environment and to:

- have clear rules and routines for behaviour in classrooms, and 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 students' needs in order to involve and motivate them;
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Wider Professional Responsibilities

In discharging their wider professional responsibilities teaching staff are expected to:

- make a positive contribution to the wider life and ethos of the school;
- 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 professional development, responding to advice and feedback from colleagues;
- communicate effectively with parents with regard to students' achievements and well-being.

9. Personal and Professional Conduct

Both within the school and further afield teachers at King Edward VI School are expected to uphold public trust in the school and the profession and maintain high standards of ethics and behaviour 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 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 students' vulnerability or might lead them to break the law;

- maintaining high standards in their own attendance and punctuality;
- having a clear understanding of, and always acting within, the statutory frameworks which set out teachers' professional duties and responsibilities.

10. Additional Specific Responsibilities

Date of Issue of Job Description _____

This job description should be reviewed annually at the performance review meeting held with the Line Manager.

King Edward VI School Lichfield is an equal opportunities employer and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful applicants for these posts will be subject to an Enhanced Disclosure check by the Disclosure and Barring Service.