

Classroom Teacher Job Description

Responsible to: Curriculum Area Leader



Core Purpose

- To provide excellent teaching that supports all students to achieve their potential, within an atmosphere where students are challenged, valued and secure.
- To assist the Headteacher and Leadership Team in the overall management and development of the school.
- To promote and contribute to the overall ethos and vision and values of the school.

Set High Expectations

- Establish a safe and stimulating environment for students, rooted in mutual respect
- Set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students, employing a range of behaviour management strategies in line with the school's behaviour for learning policy, which is based on restorative practice.

Plan and Teach

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Reflect systematically on the effectiveness of lessons.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired. Ensure homework is marked.
- Plan and deliver lessons to ensure that excellent teaching, learning and progression takes place in all allocated classes.
- Prepare students for examinations and take part in standardisation or moderating exercises as required by the Subject or examination boards.
- Contribute to the development of schemes of work, Subject and School policies as appropriate.
- Attend and contribute to appropriate meetings and professional development activities.
- Follow school policy and support the Leadership Team in the effective operation of the school.
- Engage with whole-school initiatives.
- Maintain a purposeful and effective learning environment.

Adapt Teaching to respond to the needs of all students

- 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.

Promote Progress and outcomes

- Be accountable for student's attainment, progress and outcomes.
- Be aware of the 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.

Demonstrate subject and curriculum knowledge

- 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.

Assessment, recording and reporting

- 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 students to respond to the feedback.
- Mark, assess, record and report on student achievement and maintain accurate records as required.
- Meet deadlines for reporting, marking, submission of coursework and other assignments.
- Use data effectively to evaluate student progress and inform learning programmes.
- Follow school policies for assessing, recording and reporting on student achievement, and use these to set targets for further improvement.
- Establish high expectations and ensure that clear targets are set for student achievement including those with special educational needs, the more able, and those who are disadvantaged.
- Attend Parents' Evenings and Open Evenings as required and keep parents informed about their child's performance and future targets.

Behaviour for Learning

- 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 student's needs in order to involve and motivate them.
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

Pastoral Work – role of the tutor

- Undertake responsibility for a Tutor Group.
- Endeavour to build up a good relationship with the students in the Tutor Group, so that they will look to you for support and advice.
- Report issues of concern to the appropriate Pastoral offices.
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.

Other professional Requirements and Responsibilities

- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Make a positive contribution to the wider life and ethos of the school.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents/carers with regards to students' achievements and well-being.
- Use the subject taught to prepare students for the opportunities, responsibilities and experiences of adult life.
- Undertake specific duties as agreed with your line manager.
- Undertake appropriate training and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all students have equal access to opportunities to learn and develop.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes. Team working and collaboration.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

- To undertake any other tasks which may reasonably be regarded as being within the nature of the duties and responsibilities of the post defined above, subject to the proviso that any significant and permanent changes shall, after satisfactory negotiation by both parties, be incorporated into a revised job description in specific terms.

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 career:

- Teachers 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 a regard for the need to safeguard student's 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 student's 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 in which they teach 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.

Performance Management and Professional Development

The teacher will be part of the school's performance management scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date.

JOHN TAYLOR HIGH SCHOOL
Person Specification: Classroom Teacher



Category	Essential	Desirable	Evidence
Qualifications			
Qualified to teach and work in the UK	✓		Application Interview References
Ability to teach ages 11-16	✓		
Ability to teach Post 16	✓		
Good relevant degree	✓		
Experience, Knowledge & Understanding			
Experience of raising supporting students' progress	✓		Application Interview References
Evidence of continually improving own teaching and learning	✓		
Up to date knowledge in the subject area	✓		
Good knowledge of pedagogy	✓		
Able to use ICT as a vehicle for effective learning and teaching	✓		
Understanding of the strategies needed to establish consistently high aspirations, outcomes and behaviour	✓		
Personal Qualities			
A willingness to lead development of policies and practices and promote collective responsibility for their implementation	✓		Application Interview References
High expectations for accountability and consistency	✓		
Resilience, motivation and commitment to driving up standards of achievement	✓		
Enthusiastic, confident, positive, self-motivated and determined	✓		
Excellent communication, planning, organisational, listening and time management skills	✓		
Effective and systematic behaviour management, with clear boundaries, sanctions, praise and recognition	✓		
Commitment to regular and on-going professional development and training to establish outstanding classroom practice	✓		
Readiness to reflect and self-evaluate, and the ability to change, develop and improve	✓		
Work effectively alone and as a part of a team	✓		
Develop positive relationships and act as a role model to staff and students	✓		
High levels of honesty and integrity	✓		
Other			
The post holder will be subject to an Enhanced Disclosure and Barring Service (DBS) check	✓		Application Interview References
The post holder must be committed to safeguarding the welfare of children and to providing equality of opportunity	✓		