

Class Teacher Job Description [Secondary]

Post: Teacher

Responsible to: Curriculum Area Leader

This Job Description should be read alongside the range of professional duties of teachers as set out in the current School Teachers' Pay and Conditions Document and Teacher Standards.

Specific Duties:

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers 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 their students.

PART ONE: TEACHING

A teacher must:

Set high expectations which inspire, motivate and challenge students

- 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.

Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- analyse students' data and exam performance to inform planning and intervention.
- plan teaching to build on students' capabilities and prior knowledge
- 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 good 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, 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

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- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework according to the School timetable and plan other out-of-class activities to consolidate and extend the knowledge and 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).

Adapt teaching to respond to the strengths and 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
- demonstrate an awareness of the physical, social and intellectual development of children, 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 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.

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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback.
- follow the School's assessments reporting policies.

Manage behaviour effectively to ensure a good and safe learning environment

- 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 for learning 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

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- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

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

PART TWO: 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 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 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.

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.

PART THREE: PERSONAL TUTOR

- To act as a personal tutor within the College system
- To be responsible for the wellbeing and academic progress of their personal tutor group

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- To act as the first point of contact for parents
- To monitor and improve attendance rates for the tutor group
- To be responsible for the School's reward system within the tutor group
- To meet regularly with the Progress Leader and attend year team meetings
- To support inter-form and extra-curricular activities as arranged by the Pastoral team
- To ensure that students follow the School's uniform policy
- To ensure that students follow the School's rules and policies
- To set a good example in terms of dress, punctuality and attendance.

Other professional requirements and duties include

- setting a good standard of behaviour and being a good role model for children, supporting school policy on behaviour and discipline and sharing responsibility for the behaviour of all children in the school
- establishing good relationships with parents - creating trust and confidence, communicating with parents about general school issues, curriculum matters, individual children's progress
- being responsible for the welfare and safety of support staff, students and others working in the classroom and ensuring they are used to the maximum benefit of the children
- sharing responsibilities for whole school events and activities including attending and leading assemblies
- developing and maintaining effective systems for communication with other teachers, support staff and the Head of School to ensure continuity of learning, consistency of approach and message
- informing the Head of School of any concerns of parents in relation to work or other aspects of education at the earliest opportunity
- taking shared responsibility for the care and appearance of the school environment and to encourage all children to have a pride in their school
- being mutually supportive of other teachers and the Head of School, to foster good working relationships and a happy working environment
- participating in any arrangements for the appraisal of your performance
- taking responsibility for areas of the curriculum to ensure continuity and progression and ensure that standards are monitored
- maintaining school confidentiality at all times
- ensuring you are aware of your common law duty in relation to the health, safety and welfare of the children in school or when leading activities off the school site and that all such procedures are followed in line with school policy and procedures
- knowing teachers legal responsibilities in relation to the Race Relations Act 1976, Sex Discrimination Act 1975, Children's Act 1989, Child Protection procedures,

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appropriate physical contact and physical restraint of pupils and other relevant DFE circulars

Conditions of Service

The role of teacher is subject to the following terms and conditions:-

- The post-holder shall be required to fulfil all the responsibilities of a teacher as outlined in the Schoolteachers' Pay and Conditions Document and any orders made under it and fulfil all the standards identified within the National Standards for Teachers.
- The other terms and conditions set out in the national collective agreements in force from time to time
- The School's Instrument and Articles of Government as appropriate.

The teacher shall be available to perform such duties at such times and places as may be specified by the Head of School for the 1265 hours required in the Conditions of Service for full-time teachers. The travelling time to and from the place of work does not contribute towards this time.

The teacher will, in addition to these requirements, work such additional hours as may be needed to enable her/him to discharge effectively her/his professional duties, including in particular the planning and preparation of children's work, marking and writing of reports, preparing teaching materials. The amount of time beyond the required 1265 hours allocated for such duties shall not be determined by the employer but shall depend upon the work needed to discharge the teacher's professional responsibilities.

Pension - unless you have notified otherwise, it is assumed that, as a full time employee, you will contribute to the Teachers' Superannuation Scheme under the provisions of the Teachers' Superannuation Regulations. Details of the scheme can be obtained from the Finance Team, your professional association or the Teachers' Pension Agency, Darlington.