



The duties outlined in this job description are in addition to those covered by the latest School Teacher's Pay and Conditions document and, where appropriate, supplemental to the Job Profile for a Classroom Teacher. It may be modified to reflect or anticipate changes in the job, commensurate with the salary and job title.

<p>Job purpose</p> <ul style="list-style-type: none"> ▪ To take responsibility for the leadership and management of the key stage curriculum, delivering high-quality teaching and effective use of resources. ▪ Working to improve learning standards and achievement for all pupils, while also carrying out their duties as a classroom teacher. ▪ Contribute to whole-school self-evaluation and school improvement planning, and be responsible for mentoring and developing staff within the key stage. They will offer guidance and support to key stage teaching staff, modelling best practise and showing up-to-date knowledge of current theory and practice.
<p>Key accountabilities</p>
<p>Strategic Development</p> <ul style="list-style-type: none"> ▪ Contribute to strategic decision making, working with school management to share expertise and insight, and help shape the school's vision ▪ Set high expectations for all pupils in key stage, and inspire and motivate staff and pupils to reach and maintain high standards ▪ Lead staff by setting standards through personal classroom practice, demonstrating different strategies to deliver improved pupil performance in key stage learning ▪ Provide guidance and support to staff within the key stage, working in partnership with parents and the community, keeping them informed and involved in pupils' learning
<p>Teaching and Learning</p> <ul style="list-style-type: none"> ▪ Show an understanding of the school's current systems for recording pupil progress within the key stage ▪ Oversee the use of schemes of work and their delivery, and measure impact on teaching and learning ▪ Work with other teachers to review the curriculum and make sure there is continuity and progress ▪ Develop pupil behaviour and discipline policies, where needed, to help build an environment where high standards of learning behaviour are encouraged
<p>Leading and Managing Staff</p> <ul style="list-style-type: none"> ▪ Establish short-, medium- and long-term plans for developing and resourcing the key stage curriculum ▪ Develop the school's approach to assessment within key stage, and lead strategy to improve the quality of teaching and learning ▪ Take a leading role in inducting new key stage staff and making sure they uphold expected values and teaching standards ▪ Monitor the quality of teaching and learning within key stage, (e.g. through observations, analysing performance data, etc.)

General duties

- Develop own professional knowledge and skills through courses and reading, aligning with school's ethos and current strategic needs
- Attend meetings according to school policy, and lead where required
- Lead whole school and key stage assemblies
- Where required, prepare and deliver reports to relevant groups (governors, parents, etc)
- Manage and monitor budgets within your area

This job description may be amended at any time in consultation with the postholder.

I have read and understand the job requirements, responsibilities and expectations set forth in the job description provided for my position. I agree that I am able to perform the essential job functions as outlined.

Postholder's signature: _____ **Date:** _____

Name: _____

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<p>Job purpose</p> <ul style="list-style-type: none"> ▪ To take responsibility for teaching in order to provide effective teaching and learning for pupils, measured by the progress they make. ▪ To take responsibility for leading a tutor group.
<p style="text-align: center;">Key accountabilities</p>
<p>Strategic Development</p> <p><i>Contribute to the discussion of the school's aims and policies and participate in the implementation of policies, plans, targets and practices</i></p> <ul style="list-style-type: none"> ▪ Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which teachers work, and contribute to the development, implementation and evaluation of the policies and practice of the workplace, including those designed to promote equality of opportunity. ▪ Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
<p>Teaching and Learning</p> <p><i>Subjects and Curriculum</i></p> <ul style="list-style-type: none"> ▪ Have a secure knowledge and understanding of own subjects/curriculum areas and related pedagogy. ▪ Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range taught. <p><i>Planning</i></p> <ul style="list-style-type: none"> ▪ Plan for progression across the age and ability range taught, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge. ▪ Be flexible, creative and adept at designing learning sequences ▪ Plan lessons that are effective and consistently well-matched to learning objectives and the needs of learners ▪ Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context. ▪ Plan, set and assess homework, other out-of-class assignments, where appropriate, to sustain learners' progress and to extend and consolidate their learning. <p><i>Teaching</i></p> <ul style="list-style-type: none"> ▪ Teach challenging, well-organised lessons across the age and ability range taught in which: <ul style="list-style-type: none"> ▪ an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion is used. ▪ prior knowledge and attainment of those taught is built on in order that learners make sustained progress. ▪ language is adapted to suit the learners taught, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively. ▪ the learning of individuals, groups and whole classes is managed effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners. ▪ Teach engaging and motivating lessons ▪ Have well-grounded expectations of learners and designed to raise levels of attainment.

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Assessing, monitoring and giving feedback

- Know the assessment requirements and arrangements for the subjects/curriculum areas taught, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of own teaching, to monitor the progress of those taught and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment
- Provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development
- Be able to provide colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made and become successful independent learners.

Achievement and diversity

- Know how to make effective personalised provision for those taught.
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Resources and Environment for Learning

Learning environment

- Establish a purposeful and safe learning environment
- Make use of the local arrangements concerning the safeguarding of children and young people.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

Pastoral

Health and well-being

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

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