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| **Job Title** | **Teacher** |
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| **Hours of Work** | **Full Time**  |
| **Grade** | **MPS** |
| **Commencement of Post** | **January 2019** |

1. **PURPOSE**
2. The conditions of employment laid down in School Teacher’s Pay and Conditions Document specify the requirements, general and professional duties of teachers other than Headteachers.
3. To take responsibility for planning and implementing appropriate work programmes for all children in the designated class within the framework of national and school policies.
4. To maintain assessment records and report on pupils’ progress to senior staff and to parents and carers, in accordance with school policy.
5. **ACCOUNTABILITY**

**A teacher must:**

1. **set high expectations which inspire, motivate and challenge pupils by:**
2. Establishing a safe and stimulating environment for pupils, rooted in mutual respect;
3. Setting goals that stretch and challenges pupils of all backgrounds, abilities and dispositions;
4. Demonstrating consistently positive attitudes, values and behaviour which are expected of pupils.
5. **Promoting good progress and outcomes by pupils by:**
	1. Being accountable for pupils’ attainment, progress and outcomes;
	2. Being aware of pupils’ capabilities and their prior knowledge and plan teaching to build on these;
	3. Guiding pupils to reflect on the progress they have made and their emerging needs;
	4. Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching;
	5. Encouraging pupils to take a responsible and conscientious attitude to their own work and study.
6. **Demonstrating good subject and curriculum knowledge by;**
	1. Having a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintaining pupils’ interest in the subject and addressing misunderstandings;
	2. Demonstrating a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship;
	3. Demonstrating 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. If teaching early reading, demonstrating a clear understanding of systematic synthetic phonics;
	5. If teaching early mathematics, demonstrating a clear understanding of appropriate teaching strategies.
7. **Plan and teach well structured lessons by:**
	1. Imparting knowledge and developing understanding through effective us of lesson time;
	2. Promoting a love of learning and children’s intellectual curiosity;
	3. Setting homework and plan other out of class activities to consolidate and extend the knowledge an understanding pupils have acquired;
	4. Reflecting systematically on the effectiveness of lessons and approaches to teaching;
	5. Contributing to the design and provision for an engaging curriculum within the relevant subject area(s).
8. **Adapt teaching to respond to the strengths and needs of all pupils by:**
	1. Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
	2. Having a secure understanding of how a range of factors can inhibit pupils’ ability to learn and how best to overcome these;
	3. Demonstrating an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils’ education at different stages of development.
	4. Having a clear understanding of the needs of all pupils, 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.
9. **Make accurate and productive use of assessment by:**
	1. Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
	2. Making use of formative and summative assessment to secure pupils’ progress;
	3. Using relevant data to monitor progress, set targets and plan subsequent lessons;
	4. Giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback;
10. **Manage behaviour effectively to ensure a good and safe learning environment**
11. 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;
12. Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
13. Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them;
14. Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary;
15. **Fulfil wider professional responsibilities**
	1. Make a positive contribution to the wider life and ethos of the school;
	2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
	3. Deploy support staff effectively;
	4. Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues;
	5. Communicate effectively with parents with regard to pupils’ achievements and well being

**vi) Personal and Professional Conduct**

1. Treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher’s professional position;
2. Having regard for the need to safeguard pupils’ wellbeing in accordance with statutory provisions;
3. Showing tolerance of and respect for the rights of others;
4. 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;
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law;
6. 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;
7. Teachers must have an understanding of and always act within the statutory frameworks which set out their professional duties and responsibilities.

1. **ORGANISATION**
2. The postholder will be line managed by the SLT
3. The post holder will have daily contact with staff, pupils and parents throughout the school and Children’s Centre, Governors, LA and outside agencies.
4. **FINANCIAL ACCOUNTABILITIES**

The postholder will have not financial responsibilities.

1. **WORKING ENVIRONMENT**

The post will be based within the school

1. **PERSON SPECIFICATION**
2. Will be a Qualified Teacher with QTS
3. Will have secure knowledge of the National Curriculum
4. Evidence of continuing professional development
5. Meet the Teachers’ Standards
6. Successful record of teaching experiences in the appropriate key stage.
7. Confident use of ICT in teaching and learning.
8. Know and understand what is required to safeguard children
9. Ability to demonstrate an understanding of equal opportunities
10. Work as a successful member of a team
11. Flexible attitude
12. Have high expectations of children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful trusting supportive relationships with them.
13. Participate in and add to the life of the school

This job description is subject to review by the Headteacher in consultation with the postholder as appropriate to the changing needs of the school.