



Classroom Teacher Job Description

Responsible to: Head, Assistant Head Teacher, Senior Leadership Team

This Job description supersedes all prior job descriptions and related documentation previously agreed and distributed. All members of the teaching staff are required to carry out the duties of a schoolteacher as set out in the current 'School Teachers Pay and Conditions 2012' document. See appendix A extract.

The postholder will comply with Health and Safety requirements and specifically will take reasonable care of him/herself and other persons who may be affected by his/her acts or omissions at work (Health and Safety at Work Act 1974), and other relevant employment legislation and school policies.

Professional Duties:

- To prepare long, medium- and short-term plans to ensure an appropriately broad, balanced, relevant curriculum, incorporating the National Curriculum and the school's schemes of work, within required deadlines.
- To teach clear structured lessons and sequences of work in order to maintain pace, motivation and challenge, which engages, challenges and ensures a high level of interest and enjoyment for all pupils.
- To make learning objectives and outcomes clear and promote active and independent learning that enables all pupils to think for themselves, and to plan and manage their own learning.
- To ensure that progress in attainment of reading, writing, phonics, spelling and maths are prioritised and are embedded daily across the school.
- To create a stimulating, organised, interactive and informative learning environment that supports learning and enables pupils to understand and articulate their current and prior learning.
- To engage pupils in enquiry-based learning and reflection on this learning as part of the school's teaching and learning policy.
- To work co-operatively to plan, deliver and assess learning as part of your team, including planning work for support staff and being accountable for their day-to-day deployment and impact on learning.
- To monitor and assess pupils' work to inform planning, provide guidance for pupils to support their reflection on learning and to set targets that promote high rates of progression in attainment and achievement.
- Identify SEN, underperforming, under attaining, able, gifted and talented pupils and plan and deliver appropriate interventions to accelerate progress.
- To build on prior attainment to ensure the individual needs of the pupils are met through differentiated work, IEPs, behaviour care plans and individual curricula as necessary.
- To work in partnership with parents and other members of staff to promote the well-being and educational progress of each pupil.
- To follow all school policies.
- To actively maintain good order and discipline, promoting positive behaviour within the class and across the school, in line with the school's behaviour policy.
- To actively take part in professional development, sharing expertise and experiences as required.
- To actively extend own professional learning via attendance at staff meetings and INSET as well as self directed reading, research and self development to keep abreast of new developments and professionally improve.
- To take an active role as a curriculum leader, assessing, developing and innovating your delegated curriculum area and contributing to school wide improvement.
- To work alongside other members of staff to review and innovate the curriculum.

- To follow guidance and support from members of the leadership team in relation to utilising opportunities for further career development.
- To ensure the safety and wellbeing of all pupils and to follow school's safeguarding policies and procedures at all times.

This job description is not an exhaustive list of duties and may be amended at anytime, according to the changing priorities of the school as identified within the school's strategic improvement plan and in consultation with the post holder.

In addition to these duties POST THRESHOLD TEACHERS are required to

"Post Threshold teachers are able to act as role models for teaching and learning, make a distinctive contribution to raising standards across the school, continue to develop their expertise post threshold and provide regular coaching and mentoring to less experienced teachers"

Page 4 TDA standards for teachers 2007.

What does distinctive contribution mean?

By considering the progression from the core standards through to the post threshold standards we can identify some key aspects, which mainly fall into three categories. U1 teachers will be demonstrating they implement these consistently in their teams, U2 teachers will be able to demonstrate implement these consistently across the school and U3 teachers will demonstrate they implement these consistently across the school, day in, day out.

<p>Reflection and self improvement</p> <ul style="list-style-type: none"> • Consistently adapting teaching and learning strategies and practice • Confident behaviour management to meet changing individual and cohort needs across school • Personalising learning for all pupils • Meeting all learners needs • Integration of recent developments into own practice • Self instigation of research and professional development to broaden and deepen own abilities • Contributing to developing the vision and values for the school 	<p>Coaching and Mentoring Colleagues in</p> <ul style="list-style-type: none"> • Implementing policy and practice across the school • Promoting collective responsibility • Offering advice on personal and professional development and wellbeing • Promoting collaboration • Work effectively with team members and other school staff • Coaching and mentoring colleagues and other school staff • Considering advice and feedback and adapting practice • Proactively develop and improve school wide systems and practice to improve outcomes for pupils.
<p>Overall a post threshold teacher would contribute significantly across the school by</p> <ul style="list-style-type: none"> • Having a clear and informed knowledge and understanding of assessment • Demonstrating an ability to consistently offer flexible and creative learning sequences to meet need • Evidencing that children consistently make as good or better progress than national learners • Proactively developing best practice across the school. • Setting a highly positive professional example to colleagues in all aspects of school life • Proactively meeting the needs of the wider school community • Proactively collaborating with school leaders to improve standards across the school. 	



Teachers' Standards

PREAMBLE

Teachers make the education of their pupils 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 pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- 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 pupils.

2 Promote good progress and outcomes by pupils

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

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 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 and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils 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 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have 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.

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

7 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 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- 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 appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' 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 pupils 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 pupils' 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.