

<b>Job title:</b>	<b>Teacher</b>
<b>Salary</b>	Main Pay Scale/ Upper Pay Scale in line with STPCD
<b>Reports to:</b>	Headteacher

#### Main job purpose

- Be responsible for the learning and achievement of all pupils in the class(es) ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, AC members, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out the professional duties and responsibilities and in line with the duties outlined in the School Teachers Pay and Conditions Document and Teacher Standards
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school/Trust

#### Main responsibilities and duties

- All teachers are required to carry out the duties of a school teacher as set out in the School Teachers Pay and Conditions Document.
- Teachers should also meet the Teacher Standards (2012). Teachers' performance will be assessed against the Teacher Standards as part of the appraisal process as relevant to their role in the school. The Trust's appraisal policy outlines the full approach which the Trust adopts in this area.
- All teachers are required to speak English fluently, in order to fulfil all requirements of the role, specifically to communicate effectively with pupils/students (to support their learning and wellbeing) and to communicate effectively with colleagues, parents, carers and relevant external organisations.

#### Teaching

- Deliver the curriculum as relevant to the age and ability group/subject(s) that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils you teach

- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording methods as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment in line with Trust guidance.
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

### **Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school & Trust procedures.

### **Team working and collaboration**

- Participate in any relevant meetings and professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the School Teachers' Pay and Conditions document

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems and processes as appropriate
- Communicate and cooperate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

### **Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the School Teachers' Pay and Conditions Document

### **Professional Development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues

- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with the Trust's appraisal process

### General and School Responsibilities

- Contribute to and support the Trust's Values, Ethos and Vision
- Participate in training and other learning activities as required
- Participate in Performance Management and development as required by the Trust's policies and procedures
- Participate actively and flexibly in a range of school activities
- Be aware that all employees have a general duty in law to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions
- Understand and be committed to the Health and Safety Policy and the safety priorities and be aware of their contribution to such priorities
- Be aware of and comply with the health and safety legislation and other requirements that are relevant to the post
- Demonstrate commitment and enthusiasm to promote the principle of equality and diversity in employment and service deliver
- Be familiar with and promote the Equality and Diversity Policy

This core job description covers all teaching roles together with the Trust's expectations of delivery. Where relevant for specialist roles, additional requirements will be defined in a supplementary role description.

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

<b>Job description prepared by:</b>	Trust Resources Team
<b>Date:</b>	January 2024

Requirements	Essential	Primary Source of Evidence for Essential Criteria: (A) Application Form (I) Interview (R) References (T) Task/Lesson Observation	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher status</li> <li>Degree level qualification</li> </ul>	1.0 (A) (plus certificates)	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Effective teaching and learning styles</li> <li>The theory and practice of providing effectively for the individual needs of all children</li> <li>Understanding the core subject curriculum guidance, and principles and developments of the National Curriculum</li> <li>The statutory requirements of legislation concerning Equal Opportunities, SEN, Health &amp; Safety</li> </ul>	1.1 (A)  1.2 (A) (I)  1.3 (I)  1.4 (I)	<ul style="list-style-type: none"> <li>Understanding of current developments regarding the National Curriculum</li> <li>Understanding the positive links necessary within a school, and in turn with all its stakeholders</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of successfully teaching in relevant phase and/or key stage(s)</li> </ul>	2.1 (A)	<ul style="list-style-type: none"> <li>Experience of working effectively in partnership with parents</li> <li>Experience of leading a subject area, with ability to show whole school improvement</li> <li>Experience and willingness to provide extra-curricular activities for children</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Ability to adapt their teaching to support learning</li> <li>Ability to apply a variety of skills to effectively motivate the full range of learners</li> <li>Ability to assess children, use AfL effectively and plan accordingly</li> <li>Has high expectations of behaviour and implements effective strategies to support this</li> <li>Builds positive and productive professional relationships with parents and other stakeholders (e.g governors/LSC members)</li> <li>Work effectively as a member of a team</li> </ul>	3.0 (A) (R) (T)  3.1 (A) (R) (T)  3.2 (A) (I) (R) (T)  3.3 (A) (I) (R) (T)  3.4 (A) (I) (R) (T)  3.5 (A) (I) (R) (T)	<ul style="list-style-type: none"> <li>Evidence of outstanding lesson observations</li> <li>Show evidence of commitment to taking an active part in school life, including out of school hours activities</li> <li>Evidence of continuous professional development and commitment to further professional development relating to curriculum/learning and teaching</li> </ul>

Requirements	Essential	Primary Source of Evidence for Essential Criteria: (A) Application Form (I) Interview (R) References (T) Task/Lesson Observation	Desirable
	<ul style="list-style-type: none"> <li>Communicate effectively (both orally and in writing) to a variety of audiences</li> <li>Use technology effectively to enhance children's learning as well as for planning, developing the curriculum and communicating and monitoring progress</li> <li>Ability to identify own learning needs</li> <li>Excellent organisational skills, including the ability to prioritise, work under pressure and to meet strict deadlines</li> <li>Fluency in English in order to fulfil all requirements of the role, specifically to communicate effectively with pupils/students (to support their learning and wellbeing) and to communicate effectively with colleagues, parents/carers and relevant external organisations</li> </ul>	<p>3.6 (A) (I) (R) (T)</p> <p>3.7 (I) (R) (T)</p> <p>3.8 (I) (R)</p> <p>3.9 (I) (R) (T)</p> <p>3.10 (I) (competently answering questions in English, and/or possessing a relevant recognised language qualification)</p>	
<b>Aptitude and attitude</b>	<ul style="list-style-type: none"> <li>Ability to work independently on own initiative and also to contribute as part of a management team</li> <li>Willingness and ability to be flexible in duties and hours worked</li> <li>Ability to get on well with a wide variety of people, be tactful and ensure confidentiality</li> <li>Completer and finisher</li> <li>An interest in issues relating to teaching &amp; learning</li> <li>Smart and professional appearance</li> </ul>	<p>4.1 (I) (R)</p> <p>4.2 (I) (R)</p> <p>4.3 (I) (R)</p> <p>4.4 (I)</p> <p>4.5 (I)</p> <p>4.6 (I)</p>	
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>Good knowledge of relevant safeguarding legislation and procedures</li> <li>Commitment to adhere to the Trust's Safeguarding &amp; Child Protection Policies</li> <li>Commitment to support the general welfare and protection of children</li> </ul>	<p>5.1 (I) (R)</p> <p>5.2 (I) (R)</p> <p>5.3 (I) (R)</p>	