



Believe Achieve Aspire!

St Laurence-in-Thamet CE Junior Academy

Joy . Hope . Forgiveness . Love . Resilience

MPS Teacher

UPDATED Job Description Sept 2022

The appointment of a MPS Teacher is subject to QTS status and the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STCPD) and other current legislation.

This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the appraisal process.

This job description includes references to:

- The School Development Plan
- Professional Standards for Teachers
- Teacher Appraisal
- Ofsted's School Inspection Framework

Part 1: Recruitment

This section sets out the core requirements of the post and will be used to recruit to the post.

General description of the post

The holder of this post is expected to carry out the professional duties of a MPS Teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. The post-holder is required to fully support the vision, ethos and policies of the school.

Values and behaviour

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. Contribute to a positive working environment that supports the Christian ethos of the school.

School Improvement Plan Priorities

- Ensuring key stage variation of performance is minimised.
- Raising the quality of teaching and learning and embedding a learning culture that will enable pupils to become effective, enthusiastic, independent learners, committed to life-long learning.
- Ensuring that the school and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional

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Historic England



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 and 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.

Responsibilities

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school CPD policy).

All appointments made, are conditional on the most recent appraisal assessment.

Duties

- Making a distinctive contribution to raising standards across the school.
- Supporting and helping colleagues to improve effectiveness.
- Setting clear and challenging targets that build on prior attainment for each pupil.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.

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- Devising and implementing targeted interventions that enable students to reach and exceed their targets.
- Using own class and practice as an example of good and often outstanding teaching and learning.
- Promoting team commitment with colleagues through collaborative planning.
- Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.
- Securing and maintaining good working relationships with colleagues.
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Collecting, analysing and reporting on pupils' views of their subject area.
- Developing effective links with the local community including parents, business and industry.
- Collecting, analysing and reporting on pupils' views of their subject area.
- Evaluating their own teaching critically to improve effectiveness.
- Enabling teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Ensuring that the Headteacher, and SLT are routinely well informed about teaching plans, priorities and pupil progress toward their agreed targets.
- Effectively managing parents and other adults in the classroom.
- Taking responsibility for a priority subject area or project e.g. PE, humanities, early years curriculum as required by the school development plan.

Part 2: Assessment of Performance

This section relates directly to the relevant teacher standards and sets out the expectations by which a teacher's performance will be assessed through the appraisal process. Use sections 1 and 2 for the pupil progress objective and sections 3 and 4 for the quality of teaching objective.

1. Achievement and Standards

Standards

Promotes good progress and outcomes by pupils

- Is accountable for pupils' attainment, progress and outcomes.
 - Plans teaching to build on pupils' capabilities and prior knowledge.
 - Guides pupils to reflect on the progress they have made and their emerging needs.
 - Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.
 - Encourages pupils to take a responsible and conscientious attitude to their own work and study.
- (2)

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Adapts teaching to respond to the strengths and needs of all pupils

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
 - Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
 - Demonstrates 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.
 - Has 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.
- (5)

Makes accurate and productive use of assessment

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. (6)

Performance Expectations

- Supports others in calculating class performance and progress measures, group performance and progress.
- Ensures all students taught are able to understand their capabilities and track their own progress.
- Works with the team to ensure that students have a conscientious attitude towards the subject and work hard at all times.
- Is a lead teacher in using and applying information about each student's needs
- Is a leading teacher in the team for understanding the learning needs of a wide range of learners including those with SEN, those of high ability, those with EAL and those with disabilities.
- Consistently makes secure and accurate assessments of students' competencies and progress.
- Is highly effective in using assessment in lessons.

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- Is a lead teacher in providing feedback to students and giving them opportunities to respond to this feedback.

2. Behaviour and safety of pupils

Standards

Sets high expectations which inspire, motivate and challenge pupils

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils. (1)

Manages behaviour effectively to ensure a good and safe learning environment

- Has clear rules and routines for behaviour in classrooms and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Has high expectations of behaviour and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils, exercises appropriate authority, and acts decisively when necessary. (7)

Performance Expectations

- Provides a stimulating learning environment through excellent, interactive classroom display.
- Supports other colleagues in their consistent application of the schools data and tracking processes.
- Is a role model for adopting high expectations for all classes and groups.
- Supports colleagues in having high standards of professionalism and to support the team in being clear about the quality and standards they want to be known for.

3. The Quality of Provision

Standards

Demonstrates good subject and curriculum knowledge

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.

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- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrates 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, demonstrates a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies. (3)

Plans and teaches well structured lessons

- Imparts knowledge and develops understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plans other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s). (4)

Performance Expectations

- Is a source of updating student knowledge as well as supporting others in the way to update knowledge.
- Supports others in developing ways to encourage students to appreciate and be interested and engaged in the subject.
- Prepares and delivers consistently good and outstanding lessons.
- Is a role model for teachers in promoting students' love of learning and their intellectual curiosity.
- Sets homework that is stimulating and fosters learning outside the classroom by incorporating innovative approaches.
- Shares with others how to gauge the impact of teaching and learning activities.
- Provides expertise and suggestions for improvement of the curriculum.

4. Leadership and Management

Standards

Fulfil wider professional responsibilities

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and when to draw

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on advice and specialist support.

- Deploys support staff effectively.
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to pupils' achievements and well-being. (8)

Performance Expectations

- Is a lead teacher in partnership work with other colleagues, within schools and from partners.
- Actively seeks ways to engage with partners to bring in practice and learning that will enhance the effectiveness of the team.
- Acts as a source of advice in ways to make the very best use of support in school to develop and improve practice.
- Is a lead teacher in working effectively with parents.
- Supports others in working effectively with families.

HEADTEACHER		MAIN PAY SCALE TEACHER	
	DATE		DATE

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