

## **Job Description – Main scale Teacher**

### **PROFESSIONAL ATTRIBUTES**

#### **Relationships with Children**

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

#### **Communicating and working with others**

- Communicate effectively with children, young people colleagues and other professionals.
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

#### **Personal Professional Development**

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Evaluate performance and be committed to improving practice through appropriate professional development.
- Act upon advice and feedback and be open to coaching and mentoring.

#### **Health and well-being**

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- 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.

## **PROFESSIONAL KNOWLEDGE, UNDERSTANDING & SKILLS**

### **Assessment and Monitoring**

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

### **Planning and Teaching**

- Review the effectiveness of teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- 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.
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
- Manage subject responsibility across the school including monitoring and assessing impact of teaching of their subject.

### **Subject Knowledge**

- Know how to use skills in English, maths and ICT to support their teaching and wider professional activities.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies. Have a secure knowledge and understanding of their subjects/curriculum areas including the contribution that these areas can make to cross-curricular learning; and recent relevant developments.

### **Achievement and Diversity**

- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline in line with the school's behaviour policy. Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- 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.