



Job Description

Teacher

Salary: Main Scale Teacher (Common Pay Spine)

Reporting to: Headteacher

Based at: Primarily based at The Oaks Infant School. Travel between Trust sites may be required

This is a permanent position

This job description reflects the **Teacher Standards** (July 2011).

Purpose of the job

- The education and welfare of a designated class/group of pupils in accordance with the requirements of the current School Teachers' Pay and Conditions Document and Professional Standards for Teachers. Due regard will also be given to the School's aims and objectives and Schemes of Work, and any policies of the LA and Governing Body.
- 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.

Key duties and responsibilities

- To be responsible for the teaching of a designated group of children.
- To plan, prepare, teach and evaluate the National Curriculum or Early Years Foundation Stage for this group.
- To work with the year group team to ensure the appropriate curriculum for these children.
- To liaise with all colleagues on school policies, assessment, topic and record keeping.
- To liaise with the parents of the children in your class whenever possible.
- To celebrate children's work by displaying pieces of work within the classroom or around the school.
- To be actively engaged in the school programme of continuing professional development, both inhouse or via our external collaborations.
- To be responsible for the coordination and development of a subject throughout the School. Accountability for results in any subject is not expected unless the post-holder is paid a TLR. (An NQT would not be expected to be responsible for this during their first year).
 - To keep yourself and colleagues abreast of current subject developments and the subject needs of children as related to other aspects of the Curriculum.
 - To review and update as necessary the Policy and Guidelines through consultation and discussion with colleagues.
 - To liaise with their equivalent subject lead in the Junior school.
 - To maintain a subject file in accordance with school guidelines.
 - To monitor display for your subject across the school.
 - To maintain a subject portfolio.
- Act as a role model, adopting personal standards of behaviour with Trust staff, Trust pupils and the

wider community which support the highest possible standards putting children at the centre of everything you do

- Be aware of health and safety issues within the Trust and its individual schools and how they impact of pupils, staff and visitors to the school Maintain confidentiality and discretion in all aspects of work
- Any other work requested by, and deemed appropriate by, strategic leaders

This job description explains the main duties and responsibilities of the post but each individual task undertaken may not be identified. It should be read in conjunction with the Professional Standards for Teachers in Appendix 1.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

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

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This role is subject to an enhanced DBS check

Footnote: This job description is provided to assist the job holder to know what their main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

Person Specification

Teacher

Applicants should describe in their application how they meet these criteria.

***Experience is expected to be commensurate with length of service and we will therefore not expect to see all of the above for any NQT applications.**

	Essential	Desirable
Qualifications & Knowledge	<ul style="list-style-type: none"> • Qualified Teacher Status • Evidence of continual professional development that is relevant and appropriate to the post • Very good knowledge of pedagogy (particularly child-led learning), and research, initiatives and technologies in learning and child development • Knowledge of the full national curriculum • Understanding of statutory assessment procedures • Understanding of assessment for learning and its use to raise standards • Current knowledge of safeguarding legislation and government guidance 	<ul style="list-style-type: none"> • Knowledge of equality and health and safety legislation within the context of school compliance • An understanding of the role of parents and the community in school improvement and how this can be promoted and developed • A good knowledge of emerging technology and the use of ICT to enhance learning and engage pupils
Skills	<ul style="list-style-type: none"> • Demonstrable evidence of the skills required to be an excellent classroom practitioner • Ability to challenge and differentiate teaching and learning for pupils of all abilities and needs • A skilful communicator with strong , interpersonal and presentation skills, both verbal and written • Ability to make learning exciting, relevant and cross curricular 	<ul style="list-style-type: none"> • Ability to analyse data for the effective monitoring and assessment of pupil performance and target setting • Creative and innovative approach to using the latest technologies within the curriculum for enhanced pupil learning
Experience*	<ul style="list-style-type: none"> • Experience of successfully raising attainment and increasing pupil progress • Experience of systematically assessing, monitoring and evaluating pupil attainment, and adjusting provision, in order to accelerate progress • Experience of collaborating and building effective relationships with 	<ul style="list-style-type: none"> • Experience of teaching in a range of schools with different contexts • Experience of collaborative working with multi-agencies for the benefit of the pupils • Experience of participating in extra-curricular activities, residential and local visits to enrich learning experiences • Experience of being inspected by OFSTED

	<p>parents, carers, colleagues and the wider community</p> <ul style="list-style-type: none"> • Successful experience of teaching children with SEND and other vulnerable groups 	
<p>Personal Attributes</p>	<ul style="list-style-type: none"> • Enthusiastic, positive and approachable, with the presence to inspire confidence and trust, combined with a love of teaching and seeing children progress and develop • Strong working ethos with a high level of commitment to the school, its improvement, its ethos and its values; welcomes accountability to a wide range of groups • Ability to work effectively as part of a team and form positive relationships with pupils, parents and carers, colleagues and the wider community • Committed to the academic, spiritual, moral, social, emotional and cultural development of pupils, recognising and valuing the richness and diversity of pupils and the school community • Commitment to excellence in learning and teaching, whilst recognising the importance of work-life balance • Adaptable and sensitive when dealing with challenging situations with the ability to be reflective and self-critical and to respond to feedback • Willing to share expertise, knowledge, skills and ability to support and encourage others • Promote and support positive and high standards of behaviour • A commitment to collaborative working both within the Trust and the wider educational community 	<ul style="list-style-type: none"> •

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.