



Powick CE Primary School – Teacher Job Description

Post : CLASS TEACHER Main Scale and <i>UPS</i>
Reporting to: The Headteacher
Line Management: Headteacher, and Deputy Headteacher
School Teachers Pay and Conditions Document 2017 states:
Working time and Status <ul style="list-style-type: none">• Full time: 195 days in any school year, of which 190 days shall be days on which teaching is required in addition to carrying out other duties (51.2); 1265 hours in any school year.• A teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher’s professional duties, including in particular planning and preparing courses and lessons; and assessing, monitoring, recording and reporting on the learning needs, progress and achievements of assigned pupils. (51.7)• PPA time, amounting to not less than 10% of timetabled teaching time, shall be provided in units of not less than half an hour. (52.5)
Professional Responsibilities <ul style="list-style-type: none">• Plan and teach lessons to the classes they are assigned to teach within the context of the school’s plans, curriculum and schemes of work (50.2)• Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils (50.3)• Participate in arrangements for preparing pupils for external examinations (50.4)• Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures in such a way as to support the school’s values and vision (50.5)• Work with others on curriculum and/or pupil development to secure co-ordinated outcomes (50.6)• Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so. (50.7)• Promote the safety and well-being of pupils (50.8)• Maintain good order and discipline among pupils (50.9)• Direct and supervise support staff assigned to them and , where appropriate, other teachers(50.10)• Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff (50.11)• Deploy resources delegated to them (50.12)• Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.(50.13)• Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction. (50.14)• Communicate with pupils, parents and carers. (50.15)• Collaborate and work with colleagues and other professionals within and beyond the school (50.16)
Teachers Standards Document (2012) states:
Upper Pay Thresholds are in <i>italics</i> and only apply to those teachers who have gone through the threshold
Personal and Professional Conduct <p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct and to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p>

- 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.

Duties as a teacher

To 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.

P.6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children.

To 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.

P.8 Have teaching skills which lead to learners achieving expected or better than expected progress relative to their prior attainment and similar learners nationally.

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.

P.5 Have a more developed knowledge and understanding of your curriculum areas and related pedagogy including how learning progresses within them.

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).

P.7 Be flexible, creative and adept at designing learning sequences. Your learning sequences will be effective and consistently well matched to the learning objectives and the needs of learners. They will integrate recent developments including those relating to curriculum knowledge.

<p>Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • 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. <p><i>P.2 Have an extensive knowledge and understanding of how to adapt a range of teaching, learning and behaviour management strategies including how to personalise learning to provide opportunities to achieve expected or better than expected progress.</i></p>
<p>Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • 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. <p><i>P.3 Have extensive knowledge and well-formed understanding of the assessment requirements and arrangements for the curriculum areas you teach including SATs</i></p>
<p>Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • 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. <p><i>P.2 Have an extensive knowledge and understanding of how to adapt a range of teaching, learning and behaviour management strategies including how to personalise learning to provide opportunities to achieve expected or better than expected progress.</i></p>
<p>Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • 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. <p><i>P.1 Contribute significantly to implementing work place policies and practices and promote collective responsibility for their implementation</i></p> <p><i>P.9 Promote collaboration and work effectively as a team member.</i></p> <p><i>P.10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.</i></p>
<p>General duties</p> <ul style="list-style-type: none"> • To work in accordance with current legislation, Health and Safety requirements and DfES guidance, LA and Academy Policies and advice. • To adhere to all Safeguarding policies • To adhere to all school policies, procedures and protocols

- To ensure that records and reports of all accidents to children, staff and visitors are professionally dealt with.
- To attend staff meetings and other professional training as appropriate.
- To be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers.

A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.

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