

Job Description 2021

Teacher MPS 1-6

The appointment of a 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 includes references to:

- The School Development Plan
- Professional Standards for Teachers
- Teacher Appraisal

Part 1

General description of the post

The holder of this post is expected to carry out the professional duties of a teacher as described below and as expected in the most recent School Teachers Pay and Conditions Document (STPCD), 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 (including the Christian values) and policies of the school.

The Teacher 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.

St Paul's CE Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff, governors and volunteers to share this commitment. Successful applicants will be required to complete an enhanced DBS disclosure.

Part 2

Promotes good progress and outcomes

- 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.

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.

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.

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.
- Demonstrates a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrates an understanding of and takes responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- In teaching early reading, demonstrates a clear understanding of systematic synthetic phonics.
- In teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies.

Plans and teaches well-structured lessons

- Impart knowledge and develop 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).

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.

Manages behaviour effectively to ensure a good and safe learning environment

- Has 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.
- Has high expectations of behaviour, and establish 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, exercise appropriate authority, and act decisively when necessary.

Fulfils 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 on advice and specialist support.
- Deploys support staff effectively.
- Lead a curriculum area.

- 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.
- Fully committed to using the Christian ethos and principles of the school to help achieve our school mission and vision and to support teaching and learning.

HEADTEACHER		TEACHER	
	DATE		DATE

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