



Yenton Primary School

'creative, caring citizens for the future'.

JOB DESCRIPTION: CLASS TEACHER
SUBJECT LEADER: English Leader
AREA LEADER:

ROLES AND RESPONSIBILITIES

This job description should be followed in conjunction with the statutory **Professional Standards for Teachers in England (September 2012)** and is designed to give clear guidance on the roles and responsibilities at Yenton Primary School.

The TLR Teacher will be part of the management team of the school and as such will attend management meetings, support the SMT and lead and manage a Phase (dependant on experience).

THE TLR TEACHER

- To take the responsibility for the coordination of all activities relating to the area/ subjects:
Motivating and encouraging staff.
Leading staff meetings, ensuring all members' voices are heard.
Effectively communicating decisions made by the SLT and ensuring they are put into practice.
Ensuring supply staff are fully briefed within your key phase.
Effectively communicating decisions made by the SLT and ensuring they are put into practice.
Ensuring any support staff deployed to your team are fully informed and included in the planning process.
- To use your professional skills and judgement to support staff in the school.
Making effective use of assessment data and assessment strategies to support staff in your team to identify children's learning needs.
Ensuring all assessments are conducted at the appropriate time by all staff within your team and that the data is submitted to the Assessment Leader on time.
Implementing and encouraging effective T&L strategies to ensure successful learning for all.
Identifying opportunities for creative approaches to all curriculum areas to further improve pupil engagement.
Developing and enhancing cross curricular approaches to all curriculum areas to delivering the EYFS/National Curriculum requirements.
Provide the SLT with a report evaluating the impact of strategies implemented to improve teaching and learning as part of the termly review.
Identify standards and review data across school and sharing this to staff, governors and leaders
- Making effective use of assessment data and assessment strategies to support staff to work within your subjects/areas.
- Have a detailed knowledge of the relevant aspects of the pupils' National Curriculum and other statutory requirements for your subjects/areas.
- Understand progression in your subjects/areas across the primary age range and support other staff to follow this.
- Make valuable contributions to the production of the School Development Plan through the production of relevant action plans.
- Compile appropriate action plans for your subjects/areas.
- To participate in and contribute to the school self evaluation process with particular reference to your subjects/areas of responsibility.
- Develop and enhance knowledge and understanding of the curriculum through professional development opportunities such as courses for your subjects/areas.
- Develop opportunities to share and disseminate relevant information with other staff and any teams working with you.

- To be responsible and accountable for standards in your subjects/areas across the school and support the Deputy Head with her responsibility and accountability of standards across your Key Phase.
- Establish effective, co-operative and supportive working relationships with colleagues to enable sharing of good practice in your subjects/areas.
- To support colleagues with advice on appropriate planning and assessment within your subjects/areas.
- Select and advise on use of books, ICT and other learning resources for your subjects/areas and to audit and order as necessary.
- Develop the use of the interactive whiteboard technology and ICT across the curriculum with reference to your subjects/areas and ensure that other teachers are using the resources appropriately.
- Recognise that learning takes place outside the school context and so develop and encourage opportunities to develop pupils' understanding by relating their learning to real experiences such as visitors to school and relevant educational trips.
- To promote the development of your subjects/areas through special events and creative approaches.
- Take responsibility for implementing and up-dating school policies and relevant schemes of work for your subjects/areas ensuring appropriate consultation with the HeadTeacher, other staff and the school governors.

POST THRESHOLD STATUS STANDARDS

Post Threshold Teachers should meet the following post-threshold standards (P) AS WELL AS meet the new 2012 main standards below.

PROFESSIONAL ATTRIBUTES

Frameworks

P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teaching and Learning

P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and Monitoring

P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the curriculum areas they teach, including those related to public examinations and qualifications.

P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and Curriculum

P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and Well-Being

P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people

PROFESSIONAL SKILLS

Planning

P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to curriculum knowledge.

Teaching

P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and Collaboration

P9 Promote collaboration and work effectively as a team member.

P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

MAIN STANDARDS

All teachers should meet the following standards at the end of their induction period and continue to meet them throughout their teaching career.

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.

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.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

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

LINE MANAGEMENT – RESPONSIBILITY TO AND FOR

- You are required by the School Teachers' Pay and Conditions Document to carry out the professional duties of a teacher under the reasonable direction of the Head Teacher.
- You report for the purposes of day-to-day management to the Deputy Head Teacher for the curriculum related issues.
- You are responsible for the management, direction and supervision as appropriate of designated employees and other people as specified by the head teacher.

CONDITIONS OF EMPLOYMENT

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory Orders in terms of duties and working time (including those special provisions relating to the proportion of teaching time within working time for guaranteed time specifically for planning, preparation and assessment), also any local agreement, local authority circular and guidelines giving interpretations of teacher's conditions of employment.

Job Description issued by Head Teacher

Signed: _____ Teacher Date: _____

Signed: _____ Head Teacher Date _____