



# Yenton Primary School



Chester Road, Erdington, Birmingham, B24 0ED  
tel: 0121 464 6588 fax: 0121 464 7432

email: [enquiry@yenton.bham.sch.uk](mailto:enquiry@yenton.bham.sch.uk) website: [www.yenton.bham.sch.uk](http://www.yenton.bham.sch.uk)

Acting Headteacher: Mr P Smith

## **JOB DESCRIPTION: MPR CLASS TEACHER**

**SUBJECT FOCUS:** to be discussed

### **ROLES AND RESPONSIBILITIES**

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

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.

### **QUALIFIED TEACHER:**

#### **Teaching and Learning**

- Have a detailed knowledge of the relevant aspects of the pupils' National Curriculum and other statutory requirements.
- Understand progression in primary subjects from the Foundation Stage through to Key Stage 2 and beyond.
- Deal securely with subject related questions which pupils raise and know about pupils' common misconceptions and mistakes in primary subjects.
- Plan effectively to ensure that all pupils have the opportunity to meet their potential considering:
  - Race and gender
  - The needs of pupils who are under-achieving
  - Gifted and talented pupils
  - Pupils for whom English is not their first language
  - Pupils with special educational needs (SEN)
- Plan effectively to meet the needs of pupils with SEN and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of IEPs.
- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained and best use is made of teaching time.
- Select and make good use of books, ICT and other teaching and learning resources which enable learning objectives to be met.
- Use teaching methods, which keep pupils engaged, including:
  - Stimulating pupils' intellectual curiosity
  - Effective questioning and response
  - Clear presentation
  - Good use of a range of resources
- Recognise the level that a pupil is achieving and make accurate assessments against attainment targets or learning goals.
- Make effective use of the interactive whiteboard technology in all areas of the curriculum.
- Deploy support staff effectively in the classroom involving them in the planning, teaching and management of pupils.

#### **Curricular and Other Opportunities**

- Demonstrate that the planned curriculum is in line with:
  - The National Curriculum for all statutory Core and Foundation subjects.
- Recognise that learning takes place outside the school context and so provide opportunities to develop pupils' understanding by relating their learning to real experiences.
- Ensure that learning is cross-curricular wherever possible.

### **Results and Achievements**

- Set clear targets for improvement of pupils' achievement and monitor progress towards these targets.
- Use appropriate teaching strategies to ensure and secure pupils' progress in line with individual and school targets.

### **Care of Pupils**

- Follow the school's health and safety arrangements and provision for all pupils' welfare including SEN, Safeguarding, Risk Assessment and Child Protection procedures.
- To demonstrate understanding of the "Every Child Matters" agenda and take opportunities to enrich and develop the five outcomes for children.
- Act in 'loco parentis' and where necessary, liaise with agencies responsible for pupils' welfare.

### **Pupils' Attitudes**

- Through positive and productive relationships and in the context of the school's behaviour policy:
  - Secure a good standard of pupil behaviour in the classroom by establishing appropriate rules and high expectations of discipline which the pupils respect.
  - Act to pre-empt and deal with inappropriate behaviour.
  - Have a good understanding of individual children's emotional intelligence when promoting positive behaviour.

### **Partnership with Parents/Carers and the Wider Community**

- Liaise effectively with pupils' parents/carers through informative verbal and written reports on pupils' progress and achievements; discuss appropriate targets and encourage support in their children's learning, behaviour and progress.

### **Leadership and Management**

- To lead and manage the development of your specified subject area/s. Establish and work within a team, if appropriate, to promote the subject.
- Make valuable contributions to the production of the School Development Plan through the production of the subject action plans.
- Monitor and evaluate the impact of the individual subject action plans.
- To participate and contribute to the school self evaluation process.
- Produce and maintain an up to date subject policy document.
- Monitor the subject, following school policy, across the school.
- Advise and support other staff, as necessary, to support their teaching of the subject, in conjunction with the Leadership Team.
- Devise an appropriate assessment and recording system in liaison with the Assessment Leader. This will be in line with the overall development plan for the school.
- Ensure that the knowledge and skills for the subject is kept up to date, inline with the National and school policy.

### **Management of Personal Performance and Development**

- Establish effective, co-operative and supportive working relationships with colleagues
- Take responsibility for implementing school policies and practices
- Set a good example to all pupils in presentation and personal conduct
- Take responsibility for personal professional development, setting objectives for improvements and taking action to keep up to date with research and developments in pedagogy and all primary subjects

### **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 Key Stage Assistant Head Teacher or 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 October 2012**

Signed: \_\_\_\_\_ Teacher      Date: \_\_\_\_\_

Signed: \_\_\_\_\_ Head Teacher Date \_\_\_\_\_