



## **JOB DESCRIPTION: Main scale teacher**

**SUBJECT FOCUS:** To be confirmed following discussion

### **ROLES AND RESPONSIBILITIES**

This job description should be followed in conjunction with the statutory **Professional DfE Teachers' Standards in England (September 2012)**.

#### **Preamble**

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 interest of their pupils.

#### **Part One: Teaching**

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils.
2. Promote good progress and outcomes by pupils.
3. Demonstrate good subject and curriculum knowledge.
4. Plan and teach well structured lessons.
5. Adapt teaching to respond to the strengths and needs of all pupils.
6. Make accurate and productive use of assessment.
7. Manage behaviour effectively to ensure a good and safe learning environment.
8. Fulfil wider professional responsibilities.

#### **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.
- 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.

In addition the following is designed to give clear guidance on the roles and responsibilities at Walmley Junior School.

#### **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 for 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 (SEND)
- Plan effectively to meet the needs of pupils with SEND and, in collaboration with the Inclusion manager, 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 and subjects agreed by the school.
- 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 SEND, Safeguarding, Risk Assessments and Child Protection procedures.
- To demonstrate understanding of the Social, Moral, Spiritual and Cultural diversity of all children and take opportunities to enrich and develop this.
- 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.
- Implement the school's 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 Year Group leader 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 the Statutory School Teachers’ Pay and Conditions and statutory Orders in terms of duties and working time, also any procedures and policies set by the Governing Body of the school who interpret the teachers’ conditions of employment.

**Job Description issued by Headteacher November 2023**

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

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

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	Bachelor of Education degree or degree with PGCE or other qualification conferring Qualified Teacher Status.	
<b>Experience</b>	Teaching experience in Primary School Teaching	Experience of a primary school setting.  Experience of teaching Key Stage 2
<b>Knowledge, skills and abilities</b>	<p>High quality classroom practitioner with thorough knowledge and understanding of the Key Stage 2 Stage and/or the National Curriculum together with strong subject knowledge.</p> <p>Commitment to high expectations and high standards reflected in his/her ability to plan and deliver appropriately challenging learning opportunities that inspire and engage learners.</p> <p>Commitment to and ability to employ effective strategies for classroom management and organisation including managing behaviour effectively to secure a good and safe learning environment.</p> <p>An understanding of assessment, recording and reporting processes and procedures relevant to the KS2; plans teaching to build on learner capabilities and prior knowledge, uses relevant data to monitor progress, set targets and plan engaging lessons.</p> <p>Thorough understanding of Assessment for Learning and application to his/her practice including providing feedback to learners, marking accurately and developmentally, and adapting his/her teaching in response to learners during lessons.</p> <p>Able to provide an exciting and positive learning environment, including learning outside of the classroom.</p> <p>Ability to meet the needs of all children through effective approaches to differentiation, including those with SEN and able learners.</p> <p>Knowledge and understanding of systematic synthetic phonics.</p> <p>High level of ICT skills, knowledge and understanding.</p> <p>Ability to work as part of an effective team relating well to colleagues, children, parents and representatives from outside agencies.</p>	Willingness to contribute to wider aspects of school life e.g. after school activities.

<b>Knowledge, skills and abilities cont.</b>	<p>An understanding of and ability to demonstrate a proactive commitment to equality of opportunity for all.</p> <p>Willingness to undertake a negotiated area of leadership and play an active role as part of an area of subject leadership team.</p> <p>Deploys support staff effectively.</p>	
<b>Professional Development</b>	<p>Show an understanding and commitment to continuous professional development, responsive to advice and feedback from colleagues.</p>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Acts with honesty and integrity.</li> <li>• Reflective/self-critical.</li> <li>• High level of enthusiasm and commitment.</li> <li>• High standards of literacy, articulacy and the correct use of Standard English.</li> <li>• A passion for learning and for children’s intellectual curiosity.</li> <li>• High expectations.</li> <li>• Acts decisively.</li> <li>• High standards of personal and professional conduct.</li> </ul>	