



Job Description

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| Job title: | Teacher |
| Salary: | MPS/UPS |
| Responsible to: | As per Academy staffing structure |
| Responsible for: | Teaching as directed by Principal Progress Form Tutor |

Vision and purpose

To make the education of the academy's students the main professional concern

Be accountable for achieving the highest possible professional standards

Forge positive professional relationships with colleagues, other professionals, students and families

To continue to meet the expectations of a UPS teacher as defined in the *School Teacher's Pay and Conditions Document*

Success measures

TO BE AGREED WITH POSTHOLDER AND UPDATED ANNUALLY

Responsibilities

Teaching

A teacher must:

Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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.

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 students 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).

Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development

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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

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 students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

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 students' achievements and well-being
- teach out of subject as required.

Specific Local Criteria for UPS

A UPS 1/2/3 teacher should:

- be an excellent classroom practitioner. Therefore all lesson observation feedback as part of our academy self-evaluation should be at least **good (and preferably outstanding)**
- add value to students in terms of student progress. Therefore, there is an expectation that progress in teaching groups should be at least **in line with national expectations (and to be above for some students)**
- impact on academy improvement beyond their own classroom, therefore they are expected to be an active promoter and supporter of the academy ethos. This includes role modelling **positive working relationships** with staff and students, and **active implementation of agreed minimum operating procedure and behaviour policy** (indeed a UPS1/2/3 teacher should go well **beyond** this minimum expectation)
- impact on academy improvement beyond their own classroom and should **carry out a role/responsibility outwith the existing job description**. The role/responsibility could be based within the department or across the whole academy and should be agreed during the initial meeting. Impact of the role will be measured in the review meeting for the previous cycle
- Where applicable, a UPS 1/2/3 teacher should model the highest standards of leadership, as exemplified in the national standards. Therefore any departmental reviews should judge leadership and management as at least **good (and preferably outstanding)**.

Professional Attributes

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

Professional Knowledge and Understanding

- 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
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangement for the subjects/curriculum areas they teach, including those related to public examinations and qualifications
- Have up to date knowledge and understanding of the different types of qualifications and specification and their suitability for meeting learners' needs
- Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them
- Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people

Professional Skills

- 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 subject/curriculum knowledge
- Have teachings skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through coaching and mentoring,

demonstrating effective practice, and providing advice and feedback

Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct as described in the *Teacher's Standards* document

Other

To be subject to national conditions of service as outlined in the School Teachers' Pay & Conditions Document (STPCD)

Safeguarding

Our organisation is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment

Signature:

Print Name:

Date: