

Job Description – Teacher

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| Responsible to: | The Headteacher |
| Salary: | MPS -UPS |
| <p>All teachers are subject to the Conditions of Employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for Management time, Working time, Guaranteed planning and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.</p> | |
| Main Aims of the Post | |
| <p>Specific duties include responsibility for the following:</p> <ul style="list-style-type: none"> ▪ To support and develop the general aims and ethos of the school and IFtL ▪ To have responsibility for a class of primary aged pupils across the whole ability range ▪ To ensure pupils safety at all times and follow the school safeguarding procedures ▪ To work as part of a team | |
| Main duties | |
| <p>Knowledge and Understanding</p> <ul style="list-style-type: none"> ▪ To have a clear understanding of the full range of the National Curriculum subjects, PSHE and RE, and the Foundation Stage if appropriate ▪ To have a clear understanding of the English and Maths curriculum expectations and how to assess these effectively ▪ To understand how pupil's learning is affected by their physical, intellectual, emotional and social development ▪ To demonstrate a clear understanding of systematic, synthetic phonics ▪ Understanding of and commitment to promoting and safeguarding the welfare of pupils | |
| <p>Planning, Teaching and Class Management</p> <ul style="list-style-type: none"> ▪ To plan teaching to achieve progression in pupil's learning through: ▪ Identifying clear learning objectives and content, appropriate to the subject matter and the pupils being taught and specifying how these will be taught and assessed ▪ Setting tasks for the whole class, individual and group work, which challenges pupils and ensures high levels of pupil interest and meet the varying needs of pupils in the class ▪ Setting appropriate and demanding expectations for pupil's learning, motivation and presentation of work ▪ Setting clear targets for pupil's learning, building on prior attainment and ensuring that pupils are aware of the substance and purpose of what they are asked to do ▪ Identifying pupils who have special educational needs, are very able, are not yet fluent in English or are underachieving and giving positive and targeted support in co-operation the appropriate support staff ▪ Provide clear structures for lessons and for sequences of lessons in the short, medium and longer term, which maintain pace, motivation and challenge for pupils | |

- Make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons
- Plan opportunities to contribute to pupil's personal, spiritual, moral, social and cultural development
- To work cooperatively in planning, implementing and evaluating a broad and balanced curriculum for a class within the year group team
- Ensure effective teaching of whole classes and of groups and individuals within the whole class setting, so that teaching objectives are met and best use is made of available teaching time
- Monitor and intervene when teaching to ensure sound learning and highly productive behaviours for learning for all children in line with the school ethos
- Establish and maintain a purposeful working atmosphere
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- Establish a safe environment which supports learning and in which pupils feel secure and confident and follows the school policies
- Use teaching methods which sustain the momentum of pupil's work and keep all pupils engaged e.g. VAK
- Be familiar with the Code of Practice on the identification and assessment of special educational needs and as part of the responsibilities under the Code, implement and keep records on individual education plans
- Ensure that pupils acquire and consolidate knowledge, skills and understanding in all subjects
- Evaluate own teaching critically and use this to improve your own effectiveness and be actively engaged in any teacher development activities at school level

Monitoring, Assessment, Recording, Reporting and Accountability

- Assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching
- Mark and monitor pupils' activities, class work, providing constructive oral and written feedback and enabling the pupil's to respond to the feedback
- Set targets for pupils' progress that ambitious
- Assess and record each pupils' progress, in line with the school assessment and recording policy, including focused observations, questioning, testing and marking and use these records to:
- Check that pupils have understood and completed the work set
- Monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning to Inform planning
- Check that pupils continue to make demonstrable progress in their acquisition of knowledge, skill and understanding of the subject
- Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents
- To follow the schools procedures when meeting with and reporting to parents / carers
- Understand how national, local, comparative and school data, including National Curriculum test data can be used to set clear targets for pupils' achievement
- Use different kinds of assessment as identified by the school appropriately for different purposes, including NC and other standardised tests where relevant

Management of Information and People

- Note all messages left in the staff room. Note and respond to all communications sent via the class register/email/verbal and any other relevant comms sources the school uses
- Ensure that accidents and behavioural incidents are properly reported and recorded (including racist and homophobic incidents)
- Demonstrate an awareness of the school and IFtL policies
- Ensure that the Headteacher is kept informed of significant positive and negative issues related to the class
- Communicate with parents of pupils in the class in order to discuss children's work or any other matters that arise. Document such information for the school records where appropriate.

Personal effectiveness

- Participate in arrangements for performance management
- To take responsibility for your own professional development
- To play a constructive part in staff meetings, INSET and any other school training sessions
- Evaluate and review one's own teaching style having regard for current recognised good practice and the whole school approach which supports children's learning at all times
- Set high standards of punctuality. Be on time for the teaching sessions and be in class to greet the pupils at the start of each session

- Understand your professional responsibilities in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying
- To recognise that learning takes place inside and outside the school context and to liaise effectively with parents/carers and with agencies with responsibility for pupils' education and welfare
- Keep abreast of latest developments regarding general teaching techniques and within a specified area of responsibility as appropriate

Whole school commitment

- Demonstrate a commitment to the full life of the school and work with all other members of staff to ensure the success of whole school initiatives, assemblies, displays, open evenings and other activities as they occur in the school year
- Undertake, with all other members of staff, general responsibilities concerned with the day to day running of the school
- Be supportive of the school's extra-curricular activities
- Take an active part in the school's involvement with the wider community
- Ensure the children's safety

Other Professional Requirements

- To be an excellent role model
- A good understanding and commitment to safeguarding issues related to working with children
- To value the efforts of every child
- To provide a rich and stimulating environment that is well kept and highly valued
- To keep a well organised and tidy classroom, which enables children to be self reliant and independent and sets high expectations
- To encourage the children to be polite, caring members of the school and the community
- To encourage the children to strive for excellence in work and behaviour
- To celebrate children's achievement
- To be committed to raising achievement
- To organise class assemblies and other events for the parents/carers when requested
- To cooperate with the school's agreed policy for absence
- To be aware of the role and purpose of the school Governing Body
- To promote the school and IFtL ethos

Our pupils and young people come from a wide range of backgrounds, and so do our colleagues. We aim to reflect and celebrate diversity in our workplace in order to create an inclusive culture that adds real value to our vision of inspiring the futures of us all through learning together.

Inspiring Futures through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow IFtL's safeguarding policies and procedures, and to behave appropriately towards children at all times, both in work and in their personal lives.

All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.

Teacher Person Specification

Essential (E) Essential to be considered for appointment
Desirable (D) Beneficial for the successful applicant

How this will be assessed:

Application Form = AF

Supporting Statement = SS

Interview = I

| CRITERIA | | |
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| Qualifications/Experience | | |
| Qualified to degree level or equivalent | E | AF |
| Qualified teacher status | E | AF |
| Holding or in the process of completing other relevant professional qualifications | D | AF |
| Successful experience (including teacher training placement) with pupils in an 3-11 school) | D | AF/SS/I |
| An understanding of the diverse learning and social needs of children aged 3-11 | D | SS/I |
| | | |
| PROFESSIONAL KNOWLEDGE, EXPERIENCE AND SKILLS | | |
| Vision and core values | | |
| Great ambassador for IFtL and it's schools | E | I |
| Ability to uphold and contribute to a positive ethos | E | I |
| Clear values and moral purpose | E | I |
| Emphasis upon high achievement | E | SS/I |
| Commitment to going 'the extra mile' for pupils | E | SS/I |
| Commitment to working for the benefit of others | E | I |
| Commitment to getting involved and being a positive member of the team | E | I |
| Commitment to the care of our children & families | E | I |
| Commitment IFtL and its school and upholding its position as the beating heart of the Community. | E | I |
| Specialist Knowledge and Skills | | |
| A good understanding of the National Curriculum | E | SS/I |
| A sensitive understanding of how children learn | E | SS/I |
| Excellent oral, written and interpersonal skills | E | SS/I |
| A good understanding of how to assess the progress that pupils make in the classroom | E | SS/I |
| A good understanding of how to plan effective lessons that engage learners at every level, enable pupils to make outstanding progress | E | SS/I |
| A good understanding of safeguarding issues related to working with children | E | SS/I |
| Familiarity with ICT systems e.g. Sims/Bromcom, CPOMS or the like | D | SS/I |
| Personal Attributes | | |
| Reliable and determined | | SS/I |
| Excellent at working as part of a team | | SS/I |
| Ability to review, evaluate and learn from own classroom practice | | SS/I |
| Commitment to continuous professional development | | I |
| Ability to take the initiative, be flexible and respond to change | | I |
| Inspire and relate to students | | I |

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| Patience and empathy for children, staff and others | | I |
| Wider engagement and contribution | | |
| To be able to build and maintain effective relationships with parents, carers, governors and the community to enhance the education of all pupils | | SS/I |
| To network across the IFtL and other schools | | I |