

## JOB DESCRIPTION

**SCHOOL:** Oakfield School

**JOB TITLE:** Teacher

**GRADE:** MPS + SEN

**REPORTING TO:** Head of Curriculum

**DATE PREPARED:** 10/01/17

**DIGNITY AT WORK:** To show, at all times, a personal commitment to treating members of the public and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Academie's Equal Opportunities in Employment Policy.

**PURPOSE:** To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers.

**PRINCIPAL ACCOUNTABILITIES:** Main Tasks/ Duties/ Responsibilities.

### Teaching and Managing Pupil Learning

- 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.
- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

### Planning and Setting Expectations/Pupil Achievement

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Behaviour, Education and Care Plans (IBECs).

### Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.

- When applicable, understand the demands expected of pupils in relation to the National Curriculum at all Key Stages.

### **Additional Duties**

- Participate in the leading of, or lead, a specific curriculum area/area of responsibility within the school.
- Play a leading role in reviewing policy for the teaching of a curriculum area/area of responsibility.
- Contribute to the production of the School Improvement Plan as appropriate.
- Audit or assist with an audit of, existing resources for a curriculum area/area of responsibility, and offer advice on and co-ordinate the acquisition of new materials.
- Represent the school in local cluster groups and liaise with secondary schools concerning a curriculum area/area of responsibility
- Liaise with other co-ordinators and senior management within the school on curriculum planning to ensure a balanced and coherent curriculum is delivered.

### **Relationship with Parents and the Wider community**

- Prepare and present informative reports to parents.
- Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for pupils' welfare.

### **Manage Own Performance and Development**

- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Share corporate responsibility for the implementation of school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.

### **Managing and Developing Staff and Other Adults**

- Establish effective working relationships with professional colleagues including, where applicable, associate staff.
- Taking such part as may be required by the Headteacher in the review, development and management of activities relating to a specific subject(s) area across the school.
- Advise and co-operate with the Headteacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment.

### **Managing Resources**

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

### **General duties:**

- To share in the corporate responsibility for the well-being and discipline of all pupils.
- To maintain positive relationships with the parents and carers of the children.
- To take a full role in the wider life of the school.
- Demonstrate an active contribution to the policies and aspirations of the school.
- To be responsible for your own safety and that of others.

- Demonstrate commitment to, and responsibility for, own professional development.
- Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work.
- To promote and safeguard the welfare of children and young persons in accordance with Safeguarding Children in Education under the provisions of the Education Act 2002 Section 175

#### **GENERAL:**

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
3. The postholder must be flexible to ensure the operational needs of the School are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the School.
4. To promote the School's Equal Opportunity Employment Policy.
5. The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the School's Safety Policy and Programme. Specific details are outlined in the Departmental Safety Policy.
6. Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

#### **CONTEXT:**

The school has a strong commitment to developing a positive culture of high standards, expectations, achievements and meeting individual student needs and aspirations.

## DIMENSIONS:

### 1. Responsibility for Staff:

- To support Learning and Behaviour Support Mentors who may be assigned to the teaching group.

### 2. Responsibility for Customers/Clients:

- To share corporate responsibility for the well-being and discipline of all pupils.
- To maintain positive relationships with parents and carers of the children.
- To be responsible for your own safety and that of others.

### 3. Responsibility for Budgets:

- Help ensure expenditure is targeted and spent appropriately to support any priorities.

### 4. Responsibility for Physical Resources:

- Monitor and oversee resources

## WORKING RELATIONSHIPS:

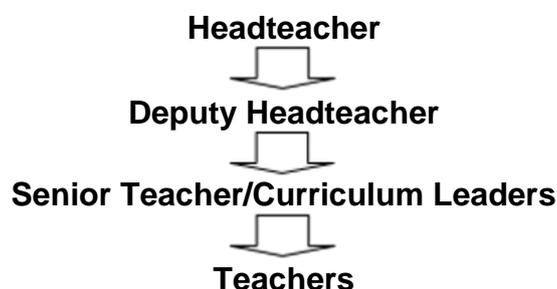
### 1. Within Service Area/Section:

Ability to establish good professional relationships and effective working relationships with a range of partners colleagues and pupils at a variety of levels.

### 2. With External Bodies:

Collaborate with other agencies in providing for the educational, intellectual, spiritual, moral, social and cultural wellbeing of the students and their families

## ORGANISATION CHART:



	<i>Tick relevant level for each category</i>						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).			√				
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).				√			
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.				√			

<b>PERSON SPECIFICATION</b>		<b>Tick relevant column</b>		<b>List code/s*</b>
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</p>		<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
		<b>1. Qualifications:</b>		
	Qualified teacher status	√		AF/CQ
	Further relevant professional development	√		AF/I
	Child Protection level 1		√	AF
<b>2. Relevant Experience:</b>				
	A track record of consistently good/outstanding classroom practice	√		AF/R/P
	Relevant experience of holding an area of responsibility /or leading a significant project / club in a school (Possibly whilst on teaching practice. Please state strengths)	√		AF/I
	Familiarity with the advances that ICT is bringing to schools	√		AF/I
	Experience of working with parents and the wider community to enhance the learning process	√		AF/I
	Understanding of schools in areas of high social deprivation	√		AF/I
<b>3. Skills (including thinking challenge/mental demands):</b>				
	Motivation to work with children and young people	√		AF/1
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	√		AF/I
	An ability to inspire, motivate, challenge and support others	√		AF/I/R
	Excellent teaching skills	√		P/R
	Ability to use a range of data to identify strengths and areas for improvement.		√	AF
	Willingness to run or support an after school club at some point in the year		√	AF/I/R
	Ability to work collaboratively as part of a team	√		AF/I/R
<b>4. Knowledge:</b>				
	A knowledge and commitment to safeguarding and promoting the welfare of children.	√		I
	Knowledge and understanding of current educational development	√		AF/I
	Knowledge of Assessment for Learning and effective target setting	√		AF/I
	Understanding of the processes to raise standards and promote progress	√		AF/I
	Understanding of the way children learn and different teaching methods	√		I

<b>PERSON SPECIFICATION</b>		<b>Tick relevant column</b>		<b>List code/s*</b>
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</p>		<b>Essential</b>	<b>Desirable</b>	<b>How identified</b>
			Knowledge and understanding of the KS2 curriculum	√
	Understanding of and a commitment to developing links between home, school and the community.	√		AF/I
	Understanding of and commitment to equality of opportunity	√		AF/I
	Familiar with the use of Restorative Practice techniques		√	AF/I
<b>5.</b>	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
	Enthusiasm and motivation	√		I
	Personal vision of education	√		AF/I
	Willingness to take part in the broader life of the school	√		I/R
	Willingness to offer extracurricular activities		√	I/AF/R
	<b>Written Skills</b>			
	Good quality written communication skills – the ability to write for a variety of audiences	√		AF
<b>6.</b>	<b>Other:</b>			
	Commitment to providing excellent service to the school and Governing Body	√		AF/I
<b>7.</b>	<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	√	N/A	DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	√	N/A	AF(after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.	N/A	N/A	AF(after short listing)