



Bishop's Hatfield Girls' School

Teaching Staff Job Description



At Bishop's Hatfield Girls' School we recognise that teaching is a profession that requires a high level of skill and training and this job description outlines the key expectations for our teaching staff in relation to their professional responsibilities and duties. No job description can be fully comprehensive and whilst this is current at the date shown it may be subject to amendment or modification after consultation with the postholder.

To carry out this role effectively staff need to support, uphold and promote the values, aims and objectives of Bishop's Hatfield Girls' School, as encapsulated in our policies and procedures, so that we can all 'achieve our potential and enjoy the journey'. At the core of our work is the Bishop's 360 and we expect all staff to commit themselves to developing the knowledge, skills and character of our pupils. They must also meet the statutory professional duties of a school teacher as set out in the School Teachers' Pay and Conditions Document and the Teachers' Standards.

Professional Standards

In our school, upholding the professional standards of teachers involves:

- Treating all members of the school community with respect and consideration, adhering to the staff Code of Conduct and acting as a role model
- Sharing the school's commitment to inclusion and the celebration of diversity
- Being proactive and taking responsibility for matters relating to safeguarding and health and safety, in accordance with statutory provisions and the schools' procedures.
- Reading and adhering to all relevant school Policies
- Actively contributing to personal, departmental and whole school self-evaluation and participating fully in school improvement and development plans
- Meeting deadlines and communicating with others in a timely and positive manner
- Carrying out a share of supervisory duties in accordance with published schedules
- Maintaining a professional approach to, and taking a full part in, appropriate meetings with colleagues, parents/carers and external agencies as required
- Looking after our own and other's wellbeing through showing kindness and support

High standards of teaching and learning

In our school, staff are expected to follow our 'Bishop's Way'. Upholding the highest standards of teaching practice involves:

- Maintaining excellent subject and curriculum knowledge, using powerful subject pedagogy to inspire, create enjoyment and spark interest
- Delivering carefully planned lessons that build on pupils' prior attainment and available information in order to support them to make progress and achieve their potential
- Applying effective and up to date pedagogical practices that support pupils' to be active, not passive, learners and acquire new knowledge and skills
- Prioritising every disadvantaged and/or vulnerable pupil so that teaching is fully inclusive
- Being familiar with the Code of Practice for identification and assessment of Special Education Needs and keeping appropriate records on students with SEND
- Providing reasonable adjustments and adaptations for learners, routinely reviewing lesson delivery in relation to their needs to support participation for all
- Checking thoroughly for understanding during lessons through effective questioning and formative assessment strategies
- Providing clear, targeted and regular feedback for learning to prompt action and support progress in line with the school's Feedback for Learning Policy and reporting systems
- Ensuring strong and up to date knowledge of accurate assessment in the subject
- Exposing all pupils to academic challenge, stimulating their thinking through rich subject specific material and ambitious, technical vocabulary that grows cultural capital and develops cross-curricular skills
- Setting consistently high expectations for pupils' learning behaviours, establishing a purposeful working atmosphere by upholding our rewards system and Behaviour for Learning policy
- Managing and sharing resources effectively both individually and as a team and maintaining a classroom environment that is attractive and conducive to learning
- Reviewing and evaluating pupil outcomes to identify and action areas for further improvement so that all pupils are supported to achieve their potential

Pastoral responsibilities

In our school, all teachers are expected to provide pastoral care through their role as a Classroom Teacher, Form Tutor/Personal Tutor or in supporting others in these roles. To ensure that pupils maintain a positive attitude to their learning, behaviour and personal development involves teaching staff:

- Adopting a proactive and consistent approach to the care of students, supporting their social and academic development and prioritising keeping them safe
- Creating a positive form environment through establishing and encouraging good student/teacher and peer relationships, developing both a Tutor Group, House and school community ethos
- Establishing effective form time routines and undertaking form time activities as required
- Supporting pupils in being 'ready to learn' through promoting high standards of attendance, punctuality, organisation and behaviour and consistently applying the school's Behaviour Code
- Communicating with colleagues (e.g. Head of Year or relevant SLT) regarding any significant concerns or issues
- Promoting appropriate uniform and following established procedures should any student breach uniform expectations
- Establishing positive parent/carer relationships and communicating with home as appropriate
- Ensuring messages to the form are delivered, collectively and individually, including sharing the daily student virtual bulletin and distributing letters and notices
- Promoting and delivering enrichment opportunities for pupils and committing to running at least one enrichment club per week (pro rata)
- Taking an active role in supervising pupils around the school, e.g. assemblies, fire drills, school events etc.

Continuing professional development

In our school, all staff are responsible for creating a workplace culture where staff feel a sense of autonomy, mastery and purpose in their roles. This involves:

- Maintaining a professional curiosity about teaching and learning as a reflective practitioner, seeking out and discussing best practice and demonstrating a commitment to continual development of pedagogy
- Actively participating in the school's arrangements for Appraisal of staff, including self-identification of professional development needs, and showing independence in securing training to meet those needs
- Showing a willingness to innovate and take risks
- Contributing to the professional development of any staff for whom some line management or mentoring responsibility is held
- Sharing good practice with colleagues, both at a subject and whole school level, within and beyond the school as appropriate
- Engaging positively with the school's INSET programme, taking an active role and positively supporting colleagues delivering CPD

Main Scale and Upper Pay Range Teachers

Whilst this job description applies to all teachers, we recognise that teachers should be expected to perform their role commensurate with their career stage. These expectations are outlined in the school's Professional Skills Level Descriptors. Upper Pay Range teachers will show a strong and distinctive commitment to raising standards across the school, demonstrating the attributes that enable themselves and their colleagues to succeed in their work. UPR teachers are expected to:

- Make a substantial and sustained wider contribution to the school
- Be proactive, and make a significant contribution to the development of teaching and learning across the school (for example, leading CPD training)
- Be a mentor to other staff or trainees (either within or beyond own subject area)
- Provide support and advice on teaching and learning within and beyond their own subject area

Disclosure and Barring Service

This post is classed as having a high degree of contact with children or vulnerable adults and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of the school's pre-employment checks.