

Job Description – Main Pay Scale Teacher

Responsible to:	The Headteacher
Salary:	MPS 1- 6
Based:	Fairfields Primary School
<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 ▪ To have responsibility for a class of primary aged pupils across the whole ability range ▪ To ensure pupils safety at all times ▪ 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, PSHCE and RE, and the Foundation Stage if appropriate ▪ To have a clear understanding of the English and Maths curriculum ▪ 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 <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 ▪ 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 discipline ▪ 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 ▪ 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

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
- 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
- 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 appropriately for different purposes, including NC and other standardised tests where relevant

Management of Information and People

- Note all messages left on the staffroom white board. Note and respond to all communications sent via the class register/email/verbal
- Ensure that accidents and behavioural incidents are properly reported and recorded (including racist and homophobic incidents)
- Demonstrate an awareness of the schools' policies
- Ensure that the Head Teacher 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

- Take responsibility for coordinating an agreed subject or area (except for ECTs)
- 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
- To value the efforts of every child
- To provide a rich and stimulating environment
- To keep a well organised and tidy classroom, which enables children to be self reliant and independent
- 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 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's ethos