

Job Description

Teacher

1st September 2024

Post: Teacher

Responsible to: Curriculum Leader

Teaching

1. Set high expectations which inspire, motivate and challenge students

- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Demonstrate a belief that all students, regardless of need, starting point, or complexity, can attain the highest grades.
- 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.

2. 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.
- Promote a love of learning and children's intellectual curiosity

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas taught, develop and maintain students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject.
- Demonstrate an understanding of and take responsibility for promoting high standards of numeracy and the correct use of mathematical terminology, whatever your specialist subject.
- Contribute to the Spiritual, Moral, Social and Cultural Education of students.

4. Plan and teach well-structured lessons

.

- Impart knowledge and develop understanding and skills through effective use of lesson time in line with the agreed curriculum.
- Set weekly home learning tasks 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).

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

- Know when and how to make adaptations to a lesson to enable all students to learn 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
- Have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; those that are CLA; those who attract Pupil Premium and be able to use and evaluate distinctive teaching approaches to engage and support them in closing any gaps in attainment.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas you teach, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress in line with school policy.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both verbally and through accurate marking, and encourage students to respond to the feedback, giving dedicated improvement times in lessons.

7. 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 caring and inclusive behaviour both in classrooms and around the school, in accordance with the Behaviour for Learning 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 in line with the school expectations
- 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.

8. Fulfil wider professional responsibilities

- Make a positive wider contribution to the life and ethos of the school through leading assemblies, organising events, trips, sports and clubs
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support: being prepared to adapt practice where necessary
- Deploy support staff effectively where appropriate
- Take responsibility for improving own teaching through undertaking appropriate professional learning and development, and by responding to advice and feedback from colleagues
- Contribute to the improved performance of others through sharing of own practice
- Communicate effectively with staff, students, parents and carers with regard to students' achievements and well-being.

9. Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct as defined below:

- Be a role-model for students, exemplifying the Testwood values of being caring, inclusive and ambitious.
- Act with honesty and integrity
- Forge positive professional relationships within and beyond the school
- Be committed to collaboration and co-operative working
- Support the effective monitoring and evaluation of teaching and learning
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Have regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Show tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of Testwood School, and maintain high standards in their own attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Additional Duties

- Take responsibility for, and demonstrate commitment to, own professional development.
- Engage actively in the performance management review process.
- Maintain the utmost confidentiality with regard to all students'/staff information and records

- Carry out their responsibilities with due regard to Testwood's Safeguarding, Equal Opportunity, and Health and Safety Policies.
- Undertake any other duty as specified by STPCD not mentioned in the above.

Notes

The above duties are subject to the general roles and responsibilities contained in the Statement of Conditions of Employment.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description. The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. It is not necessarily a comprehensive definition of the post and will be reviewed annually. It may be subject to modification or amendment at any time after consultation with the post holder and the duties may be varied to meet the changing demands of the school at the reasonable discretion of a Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete their particular duties.