



Create Partnership Trust
Creating Futures



Achievement for all

JOB DESCRIPTION

September 2017

Teacher Main scale (Working to the Teachers' Standards and beyond)

NB This job description applies to all qualified teachers from NQT onwards. It also applies to those who have moved beyond the main scale to post-threshold or Upper Pay Range. In these cases, further professional expectations apply.

The Teachers' Standards are effective from September 2012 and form the Appendix to this school-based job description. They also apply to teachers from NQT onwards.

Name:

Job Purpose

Teach pupils and provide them with pastoral support following the guidelines, policies and expectations set by the Create Partnership Trust, the DfE and as outlined in the Teacher's Standards.

Duties and Responsibilities

1. Teaching

- 1.1 Have regard to the school's curriculum with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned.
- 1.2 Plan and prepare courses and lessons.
- 1.3 Teach assigned pupils according to their educational needs including the setting and marking of work to be carried out by the pupil in school and elsewhere.
- 1.4 Assess, record and report on the development, progress and attainment of pupils.
- 1.5 Advise and cooperate with the Headteachers or other leaders and teachers, on the preparation and development of the curriculum, teaching materials and programmes, methods of teaching and assessment and pastoral arrangements.
- 1.6 Participate in collaborative planning, timetabling and teaching as required.

2. Promotion of personal and social development/liaison

- 2.1 Promote the general progress and well-being of individual pupils and of any class or group assigned.
- 2.2 Provide guidance and advice to pupils on personal, educational and social matters, being sensitive to the religious and cultural needs of the communities.
- 2.3 Make records and report on the personal and social needs of pupils.
- 2.4 Communicate and consult with parents encouraging a positive home-school relationship and assist parents in identifying how to support pupils' learning at home.
- 2.5 Participate in meetings arranged for any of the purposes described above.

3. Assessments and reports

- 3.1 Provide or contribute to reports, references and oral or written assessments of individual pupils or groups of pupils, for internal purposes or for outside agencies.

4. Review of performance

4.2 Participate in agreed arrangements for appraisal.

5. Review, induction, further training and development

5.2 Review from time to time, methods of teaching and programmes of work.

5.3 Undertake training and professional development opportunities which aim to meet needs identified in performance management objectives or statements.

5.4 If undertaking an induction or probationary period, participate in arrangements for supervision and training.

5.5 Participate in staff meetings relating to curriculum, pastoral care, administration or organisation outside school hours as part of directed time.

6. Curriculum

6.1 Teach the subjects of the Early Years Foundation Stage or National Curriculum following national, Create Partnership Trust policies, guidelines and schemes of work.

6.2 Review methods of planning, teaching, organisation and assessment together with pastoral arrangements as part of whole school or departmental review.

6.3 Attend collective worship where required, except where a dispensation has been given.

6.4 Teach religious education except where a dispensation has been given.

7. Discipline and Safety

7.1 Take all reasonable steps to maintain good order and discipline promoting a positive approach to behaviour management, according to school policy.

7.2 Safeguard pupils' health and safety both when they are authorised to be on the school's premises and engaged in authorised activities elsewhere.

7.3 Ensure health and safety policy is followed, reporting concerns to the office manager or leadership team.

7.4 Participate in the supervision of pupils at breaktime excluding the midday break.

7.5 Supervise pupils before and after school sessions, as stated in school policy.

8. Cover

8.1 Participate in the school's policy for cover and only rarely cover for absent colleagues, unless employed specifically as a cover teacher,

9. Management

9.1 Plan, coordinate and manage the work of teaching assistants or learning mentors ensuring aims, objectives and teaching methods are clearly communicated.

9.2 Supervise the work of students or work experience pupils as required, including contribution to written reports.

9.3 Manage the work of voluntary assistants, including parents, in the classroom.

9.4 Contribute to the professional development of other teachers and support staff, including the induction and assessment of new teachers and those teachers serving formal induction periods.

10. Administration

10.1 Ensure that the attendance registers are recorded punctually and participate in the school's arrangements for promoting good attendance at school.

10.2 Participate in the administrative and organisational tasks related to the various duties of a teacher and/or which call on the exercise of a teacher's professional skills and judgement.

11. Other

11.1 Undertake such duties at the discretion of the headteacher as may reasonably be required by the changing needs of the school.

Working Time/other conditions of service

- Available for work for 190 pupil days and at least 5 training days (pro rata).

- Required to perform duties as above, specified at times and places by the CEO/Executive Headteacher or Headteachers, for 1265 hours in the school year (pro rata).
- Time spent in travelling to and from work shall not count against the 1265 hours.
- Not required to undertake midday supervision.
- Allowed a break of a reasonable length between school sessions or between the hours of 12 and 2pm.
- Work reasonable additional hours as may be needed to discharge professional duties, the amount of time for which shall not be specified by the employer.
- Present on site, at least 10 minutes before and 10 minutes after each session.

Guaranteed planning and preparation time (PPA)

- 10% PPA time provided in units of not less than 30 minutes, during timetabled teaching time.

Responsible To

- CEO/Executive Headteacher/Headteacher/DHT/Phase AHT/YGL.



APPENDIX: The Teacher's Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils 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 pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

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 good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour 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.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.

- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

PART 2: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - Showing 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 pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

