**STALYHILL JUNIOR SCHOOL**

**TEACHER JOB DESCRIPTION**

This teacher job description has been written with reference to:

* **School teachers’ pay and conditions document 2017 and guidance on school teachers’ pay and conditions (September 2017)**
* **Teachers’ Standards**
* **TMBC Model Pay Policy for Teaching Staff 2017**

**KEY TASKS AND RESPONSIBILITIES**

Stalyhill Junior School is committed to safeguarding and promoting the welfare of our pupils and expects all staff to share this commitment.

All teachers are required to act in accordance with the school’s ethos, policies and practices, under the direction of the Headteacher.

**1. Teaching**

**Teachers must set high expectations which inspire, motivate and challenge pupils through:**

* establishing a safe and stimulating environment for pupils, rooted in mutual respect
* setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
* demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils.

**Teachers must promote good progress and outcomes by pupils through:**

* being accountable for pupils’ attainment, progress and outcomes
* being aware of pupils’ capabilities and their prior knowledge, and planning teaching to build on these
* guiding pupils to reflect on the progress they have made
* demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching
* encouraging pupils to take a responsible and conscientious attitude to their own learning

**Teachers must demonstrate good subject and curriculum knowledge through:**

* having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils’ interest, and addressing misunderstandings
* demonstrating a critical understanding of developments in subject and curriculum areas
* demonstrating an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English
* demonstrating a clear understanding of appropriate teaching strategies.

**Teachers must plan and teach well-structured lessons through:**

* imparting knowledge and developing understanding through effective use of lesson time
* promoting a love of learning and children’s intellectual curiosity
* setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* reflecting systematically on the effectiveness of lessons and approaches to teaching
* contributing to the design and provision of an engaging curriculum

**Teachers must adapt teaching to respond to the strengths and needs of all pupils through:**

* knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* having a secure understanding of barriers to learning and how best to overcome these
* demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils’ at different stages of development
* having 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 being able to use and evaluate distinctive teaching approaches to engage and support them.

**Teachers must make accurate and productive use of assessment through:**

* knowing and understanding how to assess curriculum areas, including statutory assessment requirements
* making use of formative and summative assessment to secure pupils’ progress
* using relevant data to monitor progress, set targets, and plan subsequent lessons
* giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.

**Teachers must manage behaviour effectively to ensure a good and safe learning environment through:**

* having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy
* having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
* managing classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.

**Teachers must fulfil wider professional responsibilities through:**

* making a positive contribution to the wider life and ethos of the school
* developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploying support staff effectively
* taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* communicating effectively with parents with regard to pupils’ achievements and well-being.

**2. Personal and professional conduct**

**Teachers must maintain high standards of ethics and behaviour, within and outside school through:**

* 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.**

**PERSON SPECIFICATION**

**CLASS TEACHER**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Essential |  | Desirable |  |
| Qualification | * Qualified Teacher status * Qualified to degree level or above | A R A R | * Commitment to further professional development | A I R |
| Experience | * A proven track record of highly effective teaching and learning within the Primary phase, this may include teaching placements * Evidence of raising attainment of all pupils * Ability to reflect on own practice and improve teaching methods to increase pupils’ achievements | A I O R  A I R  A I O R |  |  |
| Knowledge and understanding | * Understanding of the pedagogy that underpins excellent teaching * Up to date knowledge of the Primary curriculum and current good practice within teaching and learning. * Clear understanding of the processes involved in monitoring, assessment, recording and reporting of pupils’ progress * Knowledge of the statutory requirements of some legislation, particularly SEN and Child Protection | A I O R  A I O R  A I O R  A I R |  |  |
| Skills | * Ability to be a consistently effective classroom practitioner * Ability and willingness to promote the school’s values and aims positively and foster the ethos and culture of learning * Ability to use a range of strategies needed to establish consistently high aspirations and standards of learning and behaviour * Ability to create and maintain a happy, purposeful and effective learning environment. * Ability to develop good professional relationships with children and adults * Ability to communicate effectively (both orally and in writing) to a variety of audiences * Excellent planning and organisational skills and an ability to work to deadlines * Ability to reflect on own practice and identify areas for improvement | A I O R  A I R  A I O R  A I O R  A I R  A I R  A I  A O I |  |  |
| Personal characteristics | * Child-centred * Clear moral purpose * Approachable, fair and has integrity * Reflective * Committed and self-motivated * Resilient * Enthusiastic and optimistic * Enjoys challenge | A I O R  A I O R  A I O R  A I O R  A I O R  A I O R  A I O R  A I O R |  |  |

**Stalyhill Junior School is committed to safer recruitment practices and pre-employment checks will be undertaken before any appointment is confirmed. The post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS). The school is committed to safeguarding and promoting the welfare of children and young people and it expects all staff and volunteers to share this commitment.**

**A - Application Form I - Interview**

**O - Observation of Teaching and Learning R - References**