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|  | **Section:** | Dukesgate Academy |

 **JOB DETAILS**

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| **Job Title:** | Teacher |
| **Grade:** | PT1 to PT6 |
| **Location of work:** | Dukesgate Academy |
| **Directly responsible to:** | The Headteacher |
| **Hours of duty:** | Full time, 12 months fixed term, with a view to permanent |
| **Primary purpose of job:** | To promote high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils in accordance with the National Professional Standards and the school aims and ethos as detailed in the United Learning’s Framework for Excellence. |



**Main duties and responsibilities/accountabilities:**

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| **Policy and legal framework** * United Learning Group Policies and Legal Framework
* The national legislation of the National Curriculum
* School policies, schemes on the curriculum and school organisation

**School teachers' professional duties** * 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.

**Promote good progress and outcomes by pupils*** Be accountable for pupils’ attainment, progress and outcomes
* To teach according to their educational needs, the pupils assigned to her/him, including the setting and marking of work to be carried out by the pupil in school and elsewhere: i.e. plan differentiated work to meet the needs of individuals and groups providing progression and continuity.
* 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.
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|  **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.

**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 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.
* 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).

**Assessment, recording, reporting*** Assess, record and report on the development, progress and attainment of pupils; using a variety of methods according to national curriculum requirements and school policies.
* Keep records of pupils' progress and report achievements in line with school policies and statutory requirements.
* Use relevant data to monitor progress, set targets, and plan subsequent lessons.
* Promote the general progress and well-being of individual pupils of any class or group of pupils assigned to her/him.
* Encourage children to strive for excellence in their work and behaviour.
* Participate in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments.
* 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.

**Whole school commitment*** Communicate personal enthusiasm and maintain interest in learning.
* Make a positive contribution to the wider life and ethos of the school.
* Work as a member of the team, planning co-operatively, sharing information, ideas and expertise.
* Establish good relationships with parents to promote, pupils learning and achievement in line with the school policy.
* Communicate and cooperate with persons or bodies outside the school and participate in meetings arranged for any of the purposes described above.
* Provide and/or contribute to oral and written assessments, reports and references relating to the individual pupils and groups of pupils; e.g. in the context of SEN.
* Attend and take a constructive part in staff meetings, Inset days and any other school inset sessions.
* Ensure that all accidents and behavioural incidents are properly recorded and reported.
* Set high standards of punctuality, to be in class or playground to greet pupils at the start of teaching sessions.
* Register the attendance of pupils and supervise pupils, whether these duties are to be performed before, during or after school sessions.
* Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
* To demonstrate a commitment to the full life of the school and to work with all members of staff to ensure the success of whole school initiatives and assemblies, displays, open evenings and other activities as they occur in school.
* To undertake, with all other members of staff, general responsibilities concerned with the day-to-day running of the school. e.g. playground duties.
* To be supportive of the school's extra-curricular activities.
* To take an active part in the school's involvement with the wider community.
* To ensure the children's safety at all times.

**Professional Development** * Participate in arrangements for appraisal of her/his performance.
* Participate in arrangements for her/his further training and professional development as a teacher

**Safeguarding** * **The postholder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect of individual children.**
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| Review arrangements |
| The details contained in this job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, we will expect to revise this job description from time to time and will consult with the postholder at the appropriate time. |

Job description prepared June 2020