

# Stenbury Federation

## Mainscale Class Teacher - Job Description

(with reference to Teachers' Standards July 2011)

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/carers in the best interests of their pupils.

### Part 1: Teachers' Standards

#### 1.1. Set high expectations which inspire, motivate and challenge pupils

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

#### 1.2. Promote good progress and outcomes by pupils

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

#### 1.3. Demonstrate good subject and curriculum knowledge

1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
3. 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
4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
5. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
6. Teach the Hampshire Syllabus for RE and plan, lead and participate in acts of worship.

#### 1.4. Plan and teach well-structured lessons

1. Impart knowledge and develop understanding through effective use of lesson time
2. Promote a love of learning and children's intellectual curiosity
3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as per the school policy
4. Reflect systematically on the effectiveness of lessons and approaches to teaching
5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 1.5. Adapt teaching to respond to the strengths and needs of all pupils

1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively and be challenged at their appropriate level
2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these
3. 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
4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with high ability; those with English as an additional language; and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 1.6 Make accurate and productive use of assessment

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

### **1.7 Manage behaviour effectively to ensure a good and safe learning environment**

1. 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
2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
4. Maintain good relationships with pupils, exercise appropriate authority and act decisively where necessary.

### **1.8 Fulfil wider professional responsibilities**

1. Make a positive contribution to the wider life and ethos of the school e.g. running an after school club at least termly; participating in activities outside of school hours; and undertaking break and lunch duty where necessary
2. Develop effective professional relationships with colleagues and external agencies, knowing how and when to draw on advice and specialist support
3. Deploy support staff effectively
4. Take responsibility for improving teaching through appropriate professional development, including full attendance at meetings and CPD arrangements, responding to advice and feedback from colleagues
5. Communicate effectively with parents with regard to pupils' achievements and well-being. Complete progress reports at least termly, using the school's prescribed format and plan to lead termly personalised learning conversations with pupils and parents.

## **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:

- 2.1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions and the school's Safeguarding, Single Equalities and Health and Safety policies
  3. Showing tolerance of and respect for the rights of others
  4. 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
  5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- 2.2 Teachers must have a proper and professional regard for the ethos, policies and practice of the school (including the School Development Plan) and maintain high standards in their own attendance and punctuality (including responding to set deadlines).
- 2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; this includes their own performance management.