CHILWELL SCHOOL

Post title	Teacher
Disclosure level	Enhanced
Salary and grade:	Main pay scale range 1-6.
TLR (If applicable)	n/a
Line manager/s:	Head of faculty

Main purpose of the job:

- Support the aims and ethos of the school as defined in the staff handbook and school prospectus
- Set a good example in terms of conduct, professional appearance, punctuality and attendance
- Uphold the school's behaviour policy, uniform regulations, classroom codes and code of conduct in a consistent, firm and non-confrontational manner
- Maintain a purposeful and calm atmosphere in the classroom and other learning areas and consistently apply the school's agreed sanctions and rewards procedures
- Take responsibility for personal development and progression, making full use of the school's professional development opportunities and training
- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out rights, professional duties and responsibilities, and in line with the rights and duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Any other reasonable duties which the head teacher might request, in regard to the nature of the responsibilities of the post as defined.
- To proactively support and embed the school ethos : 'Share, Care, Believe, Achieve'

Duties and responsibilities

All teachers are required to carry out the duties of a school teacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their their role in the school.

Teaching & Learning

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment and adjusting teaching appropriately to maximise progress.

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Assessment, Recording & Reporting

- Provide assessment reports when periodically required within the school's assessment cycle and additional "round robin" reports when specifically requested.
- Assist the Head of Faculty in carrying out suitable evaluation and analysis of progress data indicating interventions and planning corrective actions where appropriate to promote effective progress.
- Liaise with parents on s' progress using the school ICT system, letters, telephone calls and consultation evenings where reasonable and appropriate.
- Make regular, accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Set homework and plan activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 inspire, motivate and challenge pupils
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school

Pastoral Tutoring Responsibilities

- Build positive relationships with all pupils and be available during the school day to listen and offer support and encouragement
- Monitor the academic progress of each learner using data and alert relevant subject staff and/or the Year Leader (YL) if there are any areas of concern
- Maintain high standards within the form including monitoring punctuality, uniform, homework records, attitude and behavior
- Ensure the accuracy of registers and collect absence notes
- Disseminate school information, including timetables, and messages from other staff
- Attend Parents' Consultation Meetings and Year Team Meetings
- Make contact with parents in liaison with the YL as appropriate.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate

- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Upper Pay Spine teachers

Upper pay Spine teachers are required to demonstrate that their 'achievements and contribution to the school have been substantial and sustained' by:

- Actively sustain the standards associated with a UPS teacher.
- Providing a role model for teaching and learning, making a distinctive contribution to the raising of pupil standards.
- Contributing to the wider effectiveness of the school.
- Taking a lead role in promoting the ethos and priorities of the school.
- Developing your classroom practice in a way that secures the precise identification and effective targeting of individual pupils' learning needs.
- Acting, where appropriate, as a mentor for newly qualified teachers or pupils.
- Support colleagues in developing and nurturing good practice.

TLR Agreed responsibilities (where appropriate)

n/a

Signature of post holder: ..... **Date:** / /

Signature of head teacher: ..... **Date:** / /

Personal Specification
Job Title: Main scale

	Essential	Desirable	How identified
Qualifications			
A degree relevant degree	✔		App
Qualified teacher status	✔		App
Experience			
Ability to use ICT effectively.	✔		App / Int
Use ICT to raise achievement	✔		App / Int
High quality teaching to pupils of all abilities.	✔		App / Int / Ref
Collaborative teaching methods and working with colleagues in the preparation, assessment and monitoring work	✔		App / Int / Ref
Demonstrable experience of improving student outcomes	✔		App / Int / Ref
High quality outcomes	✔		App / Int / Ref
Experience as a form tutor and or/ pastoral work		✔	App / Int / Ref
Skills			
Must be well organised	✔		Int
Must be well presented	✔		Int
Excellent interpersonal skills so that relationships with colleagues are professional and supportive and a sense of team work is developed	✔		App / Int / Ref
Ability to work hard under pressure while maintaining a positive, professional attitude	✔		App / Int / Ref
The capacity to work smart and manage and direct one's own workload so that deadlines are met, lessons are well prepared and a work life balance is maintained.	✔		Int / Ref
Good creative teaching ability	✔		Int / Ref
Commitment to personal career development	✔		App / Int / Ref
Knowledge and Understanding			
Understanding of the assessment processes at all key stage and how to use these to support planning and raise student achievement	✔		App / Int
Knowledge of a range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged	✔		App / Int / Ref
Developing differentiated schemes of work	✔		App / Int
Awareness of safeguarding issues	✔		App / Int
Equal Opportunities			
Understanding of different social backgrounds of pupils	✔		Int / App
Understanding the needs of pupils and the appropriate strategies to support them	✔		App / Int / Ref
Awareness of community cohesion		✔	App / Int