



The Trent-Rylands Federation

Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School



JOB DESCRIPTION

FOR TEACHERS OTHER THAN HEAD TEACHERS

CORE REQUIREMENTS OF THE POST:

- As a teacher you shall carry out the professional duties of a school teacher as circumstances may reasonably require as provided for under the relevant sections of the School Teachers' Pay and Conditions Document. A summary of these is attached for your information – Appendix A.
- Should circumstances arise which require this job description to be reviewed and amended, any changes will be discussed with you in the first instance. Should a disagreement arise, you will be afforded the opportunity of a meeting to resolve the matter with your Head Teacher who may involve officers of the Education Department as appropriate. You may be accompanied at this meeting by a representative of your Trade Union if you so wish.
- In addition to the duties specified within the section "Particular Responsibilities", you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases. This job description does not form part of the Contract of Employment.
- You are required to carry out your duties in line with the stated ethos and principles of the school and in line with your responsibility for promoting and safe guarding the welfare of children and young persons for whom you are responsible or come into contact with.
- To promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures
- To report any causes for concern relating to the welfare and safety of children to the designated person, and the head teacher, or if unavailable the designated safeguarding governor or a member of the senior leadership team
- To attend safeguarding training as required by the school and maintain your knowledge and understanding of your responsibility for safeguarding children in this school

For Teachers other than Deputy/Assistant Head, Advanced Skills Teachers only:-

- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on any or all of them. Your Head Teacher is responsible for maintaining a time budget on which you have been/will be consulted. You will be granted access to this at any reasonable time by arrangement with your Head Teacher.

PARTICULAR RESPONSIBILITIES:

i) The post requires you to:-

- teach pupils within the primary age range in accordance with the professional duties of a teacher. This will be either across the Trent-Rylands Federation or at either Trent Vale Infant and Nursery School/Beeston Rylands Junior School dependent on your original contract.
- take an equitable share of whole school curriculum care and management responsibilities unless you are an NQT. See Appendix B
- carry out your duties in line with the key tasks and management procedures of the school.

li ***(Where applicable i.e. for teachers undertaking additional leadership / teaching and learning responsibilities)***

The following duties and responsibilities are required of you over and above those common to the majority of teachers in the school namely:-

Leading and managing staff

Leading, managing and developing teaching and / or pupil development

Strategic management and development

Details of these additional responsibilities are shown in job descriptions specific to your role

Issued by:

Received by:

Jackie Moss

Head Teacher

Post Holder

POLICY RELATING TO THE WORKING PRACTICE OF A CLASS TEACHER

(This does not form part of the contract of employment)

Areas of responsibility and key tasks:

A. Planning, teaching and class management, to:

Teach allocated pupils through appropriate planning to achieve progression of learning by:

- identifying clear teaching objectives and specifying how they will be taught and assessed
- setting tasks which challenge pupils and ensure high levels of interest
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment
- identifying SEN or very able pupils;
- provide clear structures for lessons maintaining pace, motivation and challenge;
- make effective use of assessment and ensure coverage of programmes of study;
- ensure effective teaching and best use of available time;
- monitor and intervene to ensure sound learning and discipline
- use a variety of teaching methods to:
- match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
- use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate their own teaching critically to improve effectiveness;

Additional standards for nursery and early years -

take account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy;

encourage pupils to think and talk about their learning, develop self control and independence, concentrate and persevere, and listen attentively;

use a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning;

manage parents and other adults in the classroom.

B. Monitoring, assessment, recording, reporting - to:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.

C. Other professional requirements - to:

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through appropriate participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;

POLICY RELATING TO THE WORKING PRACTICE OF A SUBJECT LEADER (in addition to the class teacher role for all teaching staff apart from NQTS)

(This does not form part of the contract of employment)

In addition to the requirements of a class teacher, areas of responsibility and key tasks:

A. Strategic direction and development of the subject - with the support of, and under the direction of, the head teacher and senior management team to:

- develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning;
- motivate and support other staff and encourage a shared understanding of the contribution the subject can make all aspects of pupils' lives;
- use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils;
- develop plans for the subject which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school development plan;
- monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.

B. Teaching and learning- to:

- use your own practice as an example of high quality teaching and learning in the subject;
- ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the school development plan;
- establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data
- evaluate the teaching of the subject by the monitoring of teachers' plans and through work analysis, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- develop effective links with the local community including parents, business and industry;
- ensure that teachers are aware of the implications of equality of opportunity which the subject raises;

C. Leading and managing staff - to:

- enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high quality professional development opportunities;
- ensure that the head teacher, SLT and governors are well informed about policies, plans, priorities and targets for the subject and that these are properly incorporated into the school development plan.

D. Effective deployment of resources - to:

- support the head teacher by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject;
- be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject;
- support the head teacher by maintaining efficient and effective management of the expenditure for the subject;
- help colleagues to create a stimulating learning environment for the teaching and learning of the subject.
- to promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact with during the course of your duties and responsibilities. Your conduct must at all times be in accordance with the school's policies and procedures

The following criteria should be applied within the context of the school (e.g. the effect of small cohort/class sizes or the stage of development of pupils)

Teachers' standards Part One: Teaching	Pay Band A Impact criteria for points 1-2	Pay Band B Impact criteria for points 3-4	Pay Band C Impact criteria for points 5-6	Pay Band D Impact criteria for UPR points 7-9
Impact on Pupil's Learning and Progress				
(Taking into account a range of evidence including: lesson observation, work analysis and validated tracking data)				
1. Set high expectations which inspire, motivate and challenge pupils 2. Promote good progress and outcomes by pupils 3. Demonstrate good subject and curriculum knowledge 4. Plan and teach well - structured lessons 5. Adapt teaching to respond to the strengths and needs of all pupils 6. Make accurate and productive use of assessment	Teaching is improving over time and typically contains increasing elements of good (support provided through induction)	Teaching is typically good	Teaching is consistently good	Teaching is consistently good with some outstanding elements
	Typically, most pupils make expected gains in learning taking account of pupils' starting points at the end of the previous school year; last key stage and the extent to which pupils need to make accelerated progress within the year.	Typically, most pupils make expected gains in learning taking account of pupils' starting points at the end of the previous school year; last key stage and the extent to which pupils need to make accelerated progress within the year.	Typically, most pupils make expected gains in learning taking account of pupils' starting points at the end of the previous school year; last key stage and the extent to which pupils need to make accelerated progress within the year.	Typically, most pupils make expected gains in learning taking account of pupils' starting points at the end of the previous school year; last key stage and the extent to which pupils need to make accelerated progress within the year.
	(Schools will need to define "expected gains in learning" for individual teachers and what accelerated progress is required for each pupil, based on the individual pupil's starting points at the beginning of the key stage and the year and the make-up of the class)	(Schools will need to define "expected gains in learning" for individual teachers and what accelerated progress is required for each pupil, based on the individual pupil's starting points at the beginning of the key stage and the year and the make-up of the class)	(Schools will need to define "expected gains in learning" for individual teachers and what accelerated progress is required for each pupil, based on the individual pupil's starting points at the beginning of the key stage and the year and the make-up of the class)	(Schools will need to define "expected gains in learning" for individual teachers and what accelerated progress is required for each pupil, based on the individual pupil's starting points at the beginning of the key stage and the year and the make-up of the class)
Support to teacher	Provided throughout induction	Provided through appraisal at the level required to meet criteria and is expected to diminish as pay increases through pay progression		Provided through appraisal & expected to be limited & not required to qualify for post threshold progression
Impact on pupils' behaviour and safety				
(Taking into account a range of evidence including lesson observations and pupil voice)				
7. Manage behaviour effectively to ensure a good and safe learning environment	Teachers consistently implement the school's expectations of behaviour and safety so that increasing numbers of pupils respond positively.	Teachers consistently implement the school's expectations of behaviour and safety so that typically nearly all pupils respond positively.	Teachers consistently implement the school's expectations of behaviour and safety so that nearly all pupils respond positively.	Teachers consistently implement the school's expectations of behaviour and safety so that nearly all pupils respond positively.
	Typically, nearly all pupils exhibit well developed learning behaviours that support their own and others' learning	Typically, nearly all pupils exhibit well developed learning behaviours that support their own and others' learning	Typically, nearly all pupils exhibit well developed learning behaviours that support their own and others' learning	Typically, nearly all pupils exhibit well developed learning behaviours that support their own and others' learning
Impact on wider outcomes for pupils				

(Taking into account a range of evidence including lesson observations)

8. Fulfil wider professional responsibilities	Typically, a significant majority of pupils (taking into account developmental stage) are able to, for example, <ul style="list-style-type: none"> reflect on their own learning distinguish between right and wrong work with others and respect the values and beliefs of others identify questions to answer & problems to resolve/solve seek out challenges and show flexibility when priorities change and think creatively, generating and exploring ideas 	Typically, nearly all pupils (taking into account developmental stage) are able to, for example, <ul style="list-style-type: none"> reflect on their own learning distinguish between right and wrong work with others and respect the values and beliefs of others identify questions to answer & problems to resolve/solve seek out challenges and show flexibility when priorities change and think creatively, generating and exploring ideas 	Typically, nearly all pupils (taking into account developmental stage) are able to, for example, <ul style="list-style-type: none"> reflect on their own learning distinguish between right and wrong work with others and respect the values and beliefs of others identify questions to answer & problems to resolve/solve seek out challenges and show flexibility when priorities change and think creatively, generating and exploring ideas 	Typically, nearly all pupils (taking into account developmental stage) are able to, for example, <ul style="list-style-type: none"> reflect on their own learning distinguish between right and wrong work with others and respect the values and beliefs of others identify questions to answer & problems to resolve/solve seek out challenges and show flexibility when priorities change think creatively, generating and exploring ideas
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Impact on the effectiveness of other teachers and support staff

8. Fulfil wider professional responsibilities	Effective deployment of teaching assistants and adults other than teachers (AOTTs) <i>(Work Scrutiny/Learning Walks/Lesson Observations etc).</i> Make a regular contribution beyond the classroom adding to the ethos of the school <i>(documentation e.g. extra-curricular/participation in a learning community etc.)</i>	Effective deployment of teaching assistants and adults other than teachers (AOTTs) <i>(Work Scrutiny/Learning Walks/Lesson Observations etc).</i> Lead a regular contribution beyond the classroom adding to the ethos of the school <i>(documentation e.g. extra-curricular/leading staff meetings etc.).</i>	Contribute to improved practice of other teachers and support staff <i>Work Scrutiny/Learning Walks/Lesson Observations etc).</i> Lead a regular and significant contribution to represent the school within the community adding to the ethos of the school	Make a substantial and sustained contribution to improved practice of teachers and support staff across the school, for example by coaching, mentoring and demonstrating best practice to others to improve their practice. <i>Work Scrutiny/Learning Walks/Lesson Observations etc).</i> Add to the ethos of the school by leading a substantial and sustained contribution to the wider life of school & developing contributions of others
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Wider contribution to the work of the school

All Teachers' Standards	Appraisal objectives and Teacher standards are met at the appropriate career stage making use of the staged exemplification of teacher standards (Appendix 3 of the Appraisal toolkit) <i>(Appraisal documentation)</i>	Appraisal objectives and Teacher standards are met at the appropriate career stage making use of the staged exemplification of teacher standards (Appendix 3 of the Appraisal toolkit) <i>(Appraisal documentation)</i>	Appraisal objectives and Teacher standards are met at the appropriate career stage making use of the staged exemplification of teacher standards (Appendix 3 of the Appraisal toolkit) <i>(Appraisal documentation)</i>	Appraisal objectives and Teachers' standards are met at the appropriate career stage making use of the staged exemplification of teacher standards (Appendix 3 of the Appraisal toolkit) <i>(Appraisal documentation)</i>
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Specific elements of practice

Professional Conduct	To demonstrate consistently high standards of personal and professional conduct as set out in Part Two of the Teachers' Standards
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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 TWO: 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.