

Role Profile: Teacher

Purpose

To ensure effective teaching of all pupils and contribute to raising standards of student achievement in all subjects. Helping them to develop both inside and outside the classroom. Support the policies and aims of the school and ensure the good social, emotional and physical development of every child.

Key Accountabilities

1. TEACHING

- Model; and deliver outstanding practice which reflects the aims of the school.
- To have high expectations of all students based on relevant data.
- To support, challenge and stretch students as appropriate.
- To teach using a variety of delivery methods which will stimulate learning, meeting the demands of the syllabus and needs of the students.
- To provide a secure, happy and caring environment for all children in the class.
- To plan, prepare and deliver appropriate educational experiences, which address individual needs through quality teaching and high expectations.
- To ensure that educational needs of all pupils in your class are fully met and liaise with the SENCO where necessary to support children with special needs.
- To ensure that all pupils make at least expected progress within an academic year.
- To implement interventions and support measures to support children who are not on track to meet their end of Key Stage targets.
- To take an active role in the development of all School Policies and Schemes of Work.
- To maintain high standards of discipline and to ensure that all children are safe by following the Health and Safety Policy.
- To work closely with classroom learning assistants offering support and guidance in the lesson objectives to ensure quality provision is given through understood goals.
- To maintain an attractive, stimulating and well organised learning environment including displaying children's work effectively and directing support staff to assist with this.
- To reflect systematically on the effectiveness of lessons and approaches to teaching.
- To be responsible for the safeguarding and wellbeing of children by following school policy relating to safeguarding, health and safety and behaviour management.
- To make a positive contribution to the wider school life and ethos of the school.
- To develop effective, professional relationships with colleagues, knowing how and when to draw on advice and professional support.
- To have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality.
- To act within the statutory frameworks which set out your professional duties and responsibilities.
- To maintain discipline in accordance with the school's procedures, model and encourage good practice with regard to punctuality, behaviour & standards of work.
- Providing guidance and advice to pupils on educational and social matters and setting high standards of behaviour.
- Communicating and consulting with the parents of pupils and attending Parents' Evenings.
- Organising and accompanying pupils on trips away from the School.

- Organising visiting groups, speakers and charity events.

2. ASSESSMENTS AND REPORTS

- Providing/contributing oral and/or written assessments, reports and references relating to individual/groups of pupils.
- To assess, monitor, record and report, on the progress and attainment of pupils. To administer school assessments thoroughly and to use the information to improve standards.
- To use data, both externally & internally produced, to assess student performance and to develop appropriate courses of action.
- To follow the school's marking policy ensuring that children are given comprehensive feedback about the learning and how they can improve in future pieces of work.
- To communicate and consult with parents/carers, through written and oral reports. To keep a record of discussions held.

3. CURRICULUM PROVISION & DEVELOPMENT

- To assist the subject leader in the development of appropriate syllabuses, resources, schemes of work and teaching strategies.
- To contribute to the development and implementation of the subject's strategic plan.
- To attend and contribute to subject meetings.

4. PERFORMANCE MANAGEMENT

- Participating in any arrangements that may be made for Teacher Performance Management.

5. FURTHER LEARNING AND DEVELOPMENT

- Regularly reviewing your methods of teaching and programme of work.
- Participating in arrangements for your professional development.

6. EDUCATIONAL METHODS

- Advising and co-operating with the Headteacher and other Teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment of pastoral arrangements.
- Being aware of developments in computing and how they may be integrated into your subject/s.
- To liaise effectively with professional agencies, e.g., Health visitor, speech therapist, educational psychologists.

7. STAFF MEETINGS

- To attend staff meetings and Training Days in accordance with directed time allocations and to take responsibility for improving your own teaching practice.
- Working with other members of staff as necessary at the end of the academic year to ensure a smooth transition for pupils and teaching staff into the next year, including liaising with Teachers and staff from other Schools within the Group.

8. PUBLIC EXAMINATIONS

- Participating in arrangements for preparing pupils for and supervising them during public examinations and providing assessments.

9. ADMINISTRATION

- Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the Teachers in the School and the ordering and allocation of equipment and materials.
- Attending assemblies, registering the attendance of pupils and supervising them, whether these duties are to be performed before, during or after School sessions.

10. PASTORAL

- To be a form tutor to an assigned group of students.
- To liaise with a Phase Leader in implementing the school's pastoral policies.
- To register students and accompany them to assemblies.
- To enable, encourage and support a forms participation in the School Council.
- To support the House system and the participation of students in House extra-curricular activities.
- To contribute to the completion of student progress files.
- To report to the Phase Leader problems experienced by students and how these may be resolved.
- To communicate with parents and outside bodies as appropriate.
- To teach the PSHCEE programmes appropriate to the year group.
- To attend form tutor meetings.

11. SUBJECT CO-ORDINATION

In addition to the professional duties of a class teacher, the post holder will undertake the following duties in relation to subject co-ordination. All subjects are of equal importance.

- Promote their own subject area within the whole school curriculum and keep its profile high with all staff;
- Advise on the development of their subject in cross curricular projects eg: through teaching materials, teaching programmes, methods of teaching and assessment;
- Lead subject development teams;
- Provide the Headteacher with accurate and up-to-date information, based on termly monitoring, of standards and progress across the schools in their subject with particular attention to the end of Key Stages 1 and 2;
- Monitor and evaluate the expectations and effectiveness of activities within their subject area and report to the Headteacher;
- Monitor and evaluate year group subject content to ensure sufficient challenge for the children and report to the Headteacher;
- Bid for resources so that teachers can effectively teach the content of the subject through creative curriculum;
- Develop policy documents;
- Report to the Head of School and the Senior Leadership Team on matters relating to the development of their subject as requested.

12. OTHER RESPONSIBILITIES

- To work as a member of a team, positively contributing to effective working relations within the school.
- To communicate, where necessary with parents and external bodies, following school policies.
- To attend Open Days/Evenings, Parents' Evenings and Speech Night.
- To attend morning assemblies.
- To attend staff morning briefing unless on duty.
- To report to the school's Fire, Health & Safety Officer, Fire, Health & Safety issues undertaking risk assessments where necessary.
- To undertake duties as stated in the "Staff Duty Rota".
- To contribute to leading activities in the schools extra curricular programme.

Safeguarding Responsibilities

- To comply with safeguarding policies, procedures and code of conduct
- To demonstrate a personal commitment to safeguarding and student/colleague wellbeing
- To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy
- To engage in safeguarding training when required

Person Specification

Skills/Aptitudes

The ability to teach a wide range of subjects across the primary age range.	Essential
The ability to contribute to a specific curriculum area or areas.	Essential
To be able to use effectively a variety of teaching and organisational styles and resources including ICT	Essential
Ability to prepare and plan effectively	Essential
A willingness to work throughout the Junior School.	Essential
To have the ability to develop and maintain good professional	Essential
Ability to set high standards and provide a role model for staff and pupils	Essential
Ability to deal sensitively with people and resolve conflicts	Essential
Ability to work with and deploy staff and resources effectively	Essential
Ability to use data to raise standards	Essential
Ability to communicate effectively in a verbal and written form to a range of audiences	Essential
Commitment to “through school” approach to learning	Essential
Commitment to teaching excellence	Essential

Knowledge Base

To have a clear understanding of the National Curriculum and its	Essential
A knowledge of strategies that enable the teacher to teach mixed ability pupils within the same class and provide work which is differentiated to cater for the entire ability range.	Essential
To motivate and inspire pupils.	Essential
An understanding of team work	Essential
To have a clear understanding of the legal requirements and the importance of Safeguarding, Health & Safety, equal opportunities and Data Protection	Essential
An understanding of Assessment for Learning and a willingness to use in day to day teaching	Essential
To understand the importance of good behaviour management to ensure effective teaching	Essential
An understanding of lessons learnt from serious case reviews	Desirable
Understanding of SEND	Desirable
Use of individual target setting	Desirable

Qualifications/Attainment/Experience

Teaching degree with Qualified Teacher Status.	Essential
Experience of working in an educational environment.	Essential
Competent user of ICT to support classroom work, pupil assessment and record-keeping.	Essential

Other relevant higher qualifications	Desirable
Other relevant qualifications/training e.g. First Aid	Desirable
To have experience of teaching in the EYFS, KS1 or KS2	Desirable

Attitude/approach

Need to be energetic, flexible and empathetic; most of all, a strong conviction that every child can acquire strategies to ensure that they fulfil their true potential.	Essential
A sensitivity to the needs of young people	Essential
Personal integrity, honesty, energy, stamina, enthusiasm	Essential
Commitment to the model of an all-through school	Essential
Commitment to personal development and life-long learning	Essential
Open minded, self-evaluative and adaptable to changing circumstances and new ideas	Essential
Willingness to be involved in the wider life of the school.	Essential
Ability to prioritise.	Essential
Good interpersonal/communication skills	Essential
When all of the above fail, to maintain a good sense of humour, a willingness to learn and the will to continue to strive for excellence	Essential

Special Requirements

Willingness to obtain an Enhanced DBS check.	Essential
Willingness to obtain any relevant overseas criminal record checks	Essential
A good health and attendance record.	Essential
A willingness to comply with all Cognita and Akeley Wood policies and procedures	Essential

Key Stakeholders:

Internal – All School non/Teaching employees, Pupils

External – Education Establishments, Parents