



## **Classroom Teacher**

### **Job Description**

<b>Salary scale:</b>	Teachers Pay Scales M1 – UPS3 Per Annum
<b>Hours:</b>	1265 hours per annum / to be worked over 195 Days (Term Time + Inset Days)
<b>Permanent / Temporary:</b>	Permanent
<b>Responsible to:</b>	Assistant Principal / Curriculum Team Leader
<b>Managing:</b>	None

### **Key Responsibilities**

#### **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 consistency 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 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 Academy, in accordance with the Academy'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 Academy
- 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 the Academy, 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 to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the Academy 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.

## General Academy

- To be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise
- Actively promote equal opportunities and support the delivery of services which are accessible and appropriate to the diverse needs of service users.
- To participate in training and other learning activities and the academy's performance management process
- The post holder will be expected to work flexibly and carry out all duties in compliance with the academy policies

## Personal qualities for all staff

Fulwood Academy is rapidly improving and sharing our vision, **We Care, We Challenge, We Commit** is vital. This is supported by a caring atmosphere where behaviour and relationships are based on unconditional positive regard and our values:

### **We Care – Being a responsible citizen in Fulwood and our wider community**

- We are approachable, caring and inclusive
- We **respect** one another and show kindness to all
- We make the right choices even in difficult circumstances
- We speak politely and use our manners
- We are responsible for our own physical and mental well-being and support others
- We help other pupils, teachers and other adults where we can
- We show **tolerance** for other faiths and religions and speak up for causes such as anti-bullying, equality and the environment
- We take part in charity events and volunteering in our community

### **We Challenge – Working together for excellence**

- We challenge ourselves to be the best we can be
- We take opportunities to help each other in our studies
- We understand the need for **democracy** and take part in school campaigns, debate and events
- We take time to find out about each other and our interests
- We own up to our mistakes and accept any consequences
- We show resilience when we find tasks hard
- We use our **individual liberty** wisely and recognise that the actions of individuals and small groups can create great change
- We rise to a challenge

### **We Commit - Aspiring to be our best**

- We are organised, efficient and set high expectations for ourselves and others
- We work hard and take pride in our work
- We have excellent attendance and punctuality
- We have the highest standards and always wear the right uniform
- We work hard in lessons and complete homework
- We participate in extra-curricular activities
- We read every day
- We follow all school **rules and the Rules of Law**

To support the academy and to your own success, we expect the following from the whole team:

- a commitment to the protection and safeguarding of children and young people;
- the ability to work as part of a developing team
- the ability to demonstrate a caring attitude to pupils and colleagues
- appropriate qualifications/or experience to competently carry out your role
- a willingness to pursue professional and personal development

All staff at Fulwood Academy are role models for children and are expected, therefore, to model good behaviour and conduct themselves in a way that is consistent with our expectations of our pupils.

### **Performance Management**

To participate in the annual Performance Management process, agreeing targets linked to academy development plan, departmental and personal priorities.

### **Safeguarding Commitment**

Fulwood Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All post holders at Fulwood Academy are subject to an Enhanced DBS check following the offer of a post, and any offer is subject to satisfactory checks being obtained.

# Fulwood Academy

## Person Specification

Post: Classroom Teacher

<b>Description</b>	<b>Essential / Desirable</b>
To have achieved Qualified Teacher Status (QTS)	E
To have good functional skills in English and Mathematics	E
To have good IT skills	E
Excellent communication and organisational skills	E
Ability to work with and motivate young people	E
A sense of enjoyment and absolute commitment in working with young people.	E
To understand the principles of child development and learning processes	E
Ability to offer a firm but friendly approach and be self-confident in dealing with young people	E
Ability to engage with other professionals and parents or carers	E
Ability to interpret and use data	E
Ability to work under pressure and meet deadlines	E
Flexibility of working hours in support of the academy demands and needs	E
Willingness to undertake training as required, including relevant IT applications	E
To hold a good subject specific degree or specialism in the subject area of classroom practice	D
An awareness of the requirements of Maths Mastery teaching methodologies	D