



Lowerhouse - Inspiring a lifelong love for learning!

**Lowerhouse Junior School
Job Description
Class Teacher - MPS**

You are required to carry out the responsibilities of a school teacher as set out in 'The School Teachers' Pay and Conditions' Document and 'Teacher Standards 2012'.

Teachers at Lowerhouse Junior School 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; are self-critical; forge positive professional relationships and work with parents in the best interests of their pupils.

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 behaviours which are expected of pupils.

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes;
- Plan teaching to build on pupils' capabilities and prior knowledge;
- 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 subjects and curriculum areas;
- Foster and maintain pupils' interest in the subject and address misunderstandings;
- Demonstrate a critical understanding of developments in the subject and curricular 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;
- Demonstrate a clear understanding of systematic synthetic phonics;
- Demonstrate a clear understanding of appropriate teaching strategies for mathematics;
- Keep abreast of national / local initiatives;
- Manage a budget for areas of responsibility.

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 areas.

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, attending events and taking part in clubs after school;
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
- Attend staff meetings and assemblies;
- 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, including at parents' evenings;
- Prepare reports for parents and other agencies;
- Participate fully in teacher appraisal procedures.

A teacher at Lowerhouse Junior School is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes that 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;
- Regarding 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 as well as 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;
- Having proper and professional regard for the ethos, policies and practices of Lowerhouse Junior School and maintain high standards in their own attendance and punctuality;
- Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities;
- Participate in discussions leading to the development of whole school policies;
- Present oneself smartly.

Duties as a Subject Leader (dependent on experience)

To take responsibility for your area(s) in the school and ensure that the work is in harmony with the overall aims of the school and with other subject areas:

1. To monitor and evaluate the curriculum, teaching and standards

- Ensuring that the school follows statutory requirements in the subject areas;
- Ensuring that there is progression and continuity within the subject areas across the school;
- Ensuring that the pupils' learning is recorded appropriately;
- Liaising with other schools and settings as appropriate re: subject continuity;
- Ensuring that purchases are effectively used to improve teaching and learning;
- Leading the staff in developing high standards within the subject areas.

2. To support staff

- Ensuring that the school follows appropriate external advice, guidance and consultancy;
- Ensure staff are happy with long, medium and short term planning arrangements;
- Supporting staff in their teaching of the subjects to pupils of all abilities.

3. To develop your subject(s)

- Leading the development of a subject scheme of work suitable for pupils of all abilities;
- Advising and liaising on how ICT can support the subject;
- Ensuring that cross-curricular themes are included in the schemes of work;
- Representing policies and reviews to interested parties such as the Headteacher, Senior Leadership Team, the governing body, parents etc.

4. To organise professional development for their subject

- To disseminate training to other staff to enhance learning.

5. To contribute to the School Evaluation and School Improvement Plan

- Keeping up-to-date with developments in the subject at local and national level;
- Ensuring that the needs of teaching the subject are represented within meetings in school and in the School Improvement Plan;
- Ensuring that actions described in the School Improvement Plan and/or action plans are implemented.

6. Monitoring and data analysis

- Monitoring progress of pupils and ensuring that appropriate provision is being made for them;
- Identifying where additional support might be needed in meeting the needs of pupils to evaluate the impact of any support that is provided;
- Ensuring that more able pupils in particular are identified and that challenging targets are set and monitored regularly so that optimum progress is reached;
- Monitoring standards and progression through the scrutiny of planning sheets, sampling pupils' work, pupil interviews, observing learning and staff discussion;
- Ensuring that the actions described in the School Evaluation and School Improvement Plan are implemented and progress reviewed at regular intervals.

7. Resources

- Ensuring that existing resources across the school are listed, made known to staff and are updated/reviewed annually

8. Professional Development

- Keep up to date with development in the subject(s) at local and national level;
- Arrange and organise school-based in-service activities;
- Lead staff and other meetings;
- Identify opportunities for training for colleagues;
- Offer in class support to colleagues.

I confirm that I will work to this job description and I have no convictions, cautions, court orders, reprimands or warnings that affect my suitability to work with children.

Signed:

Teacher

Date:

Signed:

Headteacher

Date: