Job Description

Post:	Teacher (Primary)
Salary:	MPR / UPR
Line manager/s:	Executive Headteacher
Supervisory responsibility:	The post holder may be responsible for the deployment and supervision of the work of classroom support relevant to their responsibilities

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Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- 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, trustees, other staff and external agencies in the best interests of pupils.
- Act within the statutory frameworks which set out their professional duties and responsibilities and in line with the 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 and Trust.

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. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school/Trust.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach including the teaching of phonics.
- 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 all 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 and written 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.
- Make 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.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document.*

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.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- 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.
- Carry out duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school and Trust, raising any concerns following school protocol/procedures.

Team working and collaboration:

- Participate in any relevant meetings/professional development opportunities at the school/Trust, 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/Trust.
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document,
- Work with colleagues from the nursery class and across The Trust.

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 wellbeing using school and Trust systems/processes as appropriate.
- Communicate and cooperate with relevant external bodies.
- Make a positive contribution to the wider life and ethos of the school and Trust.

Administration:

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document.*

Professional development:

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, 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/Trust or as developed as an outcome of your appraisal.
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012.

Other:

- To have professional regard for the ethos, policies and practices of the school in which you teach and trust, and maintain high standards in your own attendance and punctuality.
- Perform any reasonable duties as requested by the Headteacher/Chief Executive Officer.
- Be aware of, and adhere to, applicable rules, regulations, legislation, policies and procedures within the school/Trust including safeguarding, health and safety, equality and diversity and general data protection regulations.

- Maintain confidentiality of information acquired in the course of undertaking duties for the school/Trust.
- This role will be based at Gerrans Primary School but you may be required to work at any other premises occupied by the Trust or any of the employer's academies within mid-Cornwall as directed by the employer.

Note:
This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of the school/Trust organisation and may change either as your contract changes or as the organisation of the school/Trust is changed. Nothing will be changed without consultation.

Person Specification - Teacher

Qualifications:

Qualified teacher status or recognised equivalent (application form).

Experience:

Teaching experience with the age range and/or subject(s) applying for.

Knowledge and skills:

The ability to effectively:

1. Create a stimulating and safe learning environment.
2. Establish and maintain a purposeful working atmosphere.
3. Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's/Trust's own policies.
4. A deep understanding of teaching phonics and early reading.
5. A deep understanding of the Early Years Foundation Stage.
6. Assess and record the progress of pupils' learning to inform next steps and monitor progress.
7. Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom.
8. Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.
9. Encourage children in developing self-esteem and respect for others.
10. Deploy a wide range of effective behaviour management strategies, successfully.
11. Communicate to a range of audiences (verbal, written, using ICT as appropriate).
12. Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit.
13. A keen interest and/or experience in leading mathematics would be desirable.
14. The ability to lead a curriculum area.

Commitment:

Demonstrate a commitment to:

a. equalities
b. promoting the school's/Trust's vision and ethos
c. high quality, stimulating learning environments
d. relating positively to and showing respect for all members of the school/Trust and wider community
e. ongoing relevant professional self-development
f. safeguarding and child protection

The Roseland Multi Academy Trust is committed to safeguarding and promoting the welfare of children, and expects all staff to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.