Job Description –Teacher
Employee Name:
Date:
Job Title: Teacher

1.   PURPOSE OF THE JOB

1.1 To be responsible for carrying out the professional duties of a teacher as set out in the current Teachers' Pay & Conditions Document

1.2 To assist the Head Teacher in the leadership and management of teaching and learning in the school, to achieve the outcomes required by Government regulations and the school development/improvement plan adopted by the Governing Body.

1.3 To be responsible for meeting Teachers' Standards.

2. TEACHING AND LEARNING

2.1 The Teacher is responsible for providing a high-quality educational atmosphere where children have the opportunity to fulfil their potential for intellectual, emotional, physical, spiritual and psychological growth.

2.2 The Teacher will be responsible for organising and implementing learning and teaching programmes that will result in children making good or better progress and achieving their full potential.

2.3 The Teacher works under Strategic Leadership Team to create and maintain a learning environment which promotes and secures good or outstanding teaching, effective learning, high standards of achievement and progress and good behaviour and attitudes to learning.

2.4 Develop effective lesson plans which ensure continuity and progression, take account of the individual needs of pupils and encourage the development of independent learners.

2.5 Employ a range of suitable teaching and learning strategies and styles to ensure effective learning.

2.6 Present appropriately demanding subject content in a clear and stimulating manner, thereby motivating and sustaining the interest of pupils and raising levels of attainment.

2.7 Ensure the effective deployment of Teaching Assistant support in the classroom.

2.8 Analyse and evaluate children's learning to inform future planning and teaching and learning activities.

2.9 Create and maintain an orderly, safe, stimulating and informative classroom environment.

2.10 Maintain good practice and implement changes in accordance with developments in educational theory and practice.

2.11 Assess progress and maintain records in accordance with school Teaching and Learning Policy.

3. CURRICULUM PLANNING

3.1 Help develop and maintain a curriculum in line with the National Curriculum to meet the needs of individual children within your class.

3.2 Monitor and evaluate the curriculum offered and review appropriate planning, assessment, record keeping and reporting procedures, as and when requested.

3.3 Ensure efficient use and maintenance of all teaching resources within your classroom area and working environment and ensure available resources are used effectively to support the curriculum and encourage independent learning.

3.4 Under the direction and guidance of the Senior Leadership Team, actively contribute to and support the development of one or more specified curriculum area.

3.5 To work positively and effectively within teams which may include cross-age groups, curricular and Steering Teams

4. BEHAVIOUR & PASTORAL CARE

4.1 Develop positive relationships with all children based on their achievement and promote their general progress and well-being and participation in all aspects of school life.

4.2 Maintain a positive approach to child management, supporting the school's policies relating to attendance, punctuality and behaviour.

4.3 Consult the Leadership Team of any more complex problems experienced by pupils as appropriate, making

recommendations as to how they may be resolved.

4.4 Maintain the school system of rewards and sanctions which is understood and appreciated by pupils and parents.

4.5 To follow consistently the School's Behaviour and Safeguarding Policies.

5. PARENTAL INVOLVEMENT AND PARTNERSHIP WORKING

5.1 Report appropriately to parents on the needs and progress of their children.

5.2 To promote home-school partnerships to encourage families to support their children's learning and respond promptly to queries and concerns.

5.3 Uphold the school's well-established links with the local community and networking schools, the LA and other external agencies.

6. APPRAISAL AND PROFESSIONAL DEVELOPMENT

6.1 Participating in arrangements made in accordance with the 2012 Teacher Standards.

6.2 Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.

6.3 Ensure colleagues receive information and feedback on professional development activities undertaken.

6.4 To fulfil the agreed tasks allocated in directed time (i.e. Subject release time).

6.5 Participating performance review (annual and mid-year)

7. PERSONAL RESPONSIBILITIES

7.1 Support the vision and ethos of the school through their words and actions and act as a role model for pupils, parents, students and other staff.

7.2 Treat other staff with dignity, respect and courtesy when carrying out day-to-day duties.

7.3 Avoid participating in or condoning acts of bullying, harassment, victimisation or discriminatory behaviour in the work-place towards other staff.

7.4 Abide by the school's Social Media Policy for both work and personal purposes, whether during working hours or otherwise. Operate online in a way which would not call into your position as a professional. Manage your privacy setting and prohibit others form tagging you in photo's.

7.5 To comply with the school's Health & Safety policy and undertake risk assessments as appropriate.

7.6 To undertake duties before the school day, at break, over the lunch period and after the school day on a rota basis.

7.7 To set cover work during any leave of absence

7.8 Be aware of and follow the Safeguarding, Anti-Bullying and Behaviour Policies of the school of which include the following:

> ➢ Health and Safety Policy
> ➢ Fire Policy
> ➢ Safeguarding Policy
> ➢ Email and Internet use policy
> ➢ Whistle blowing policy
> ➢ Behaviour Policy

8. WORKING TIME

A teacher employed full-time shall be available for work for 195 days in any school year of which 190 days shall be days on which he/she may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by his employer or, if the employer so directs, by the Head teacher.

Such a teacher shall be available to perform such duties at such times and such places as may be specified by the Head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which he/she is available for work.

Time spent travelling to and from the place of work shall not count against the 1265 hours referred to above.

9. SPECIAL CONDITIONS – Teachers on upper pay scale

A teacher on the upper pay scale shall meet the performance threshold standards as specified in the School Teachers' Pay and Conditions Document.

10. REVIEW AND AMENDMENTS

This job description is normally subject to an annual review. It may be amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

The job description has been extracted from the Birmingham City Council Human Resources Portal and revised to meet the needs of Featherstone Primary School.

Job description shared with the HR working party (a sum committee of the Finance and Personnel).

Signature of Head Teacher _____ Date_____

Signature of Teacher (Post Holder) _____ Date _____

Teacher Standards				
Set high expectations which inspire, motivate and challenge pupils				
NQT - M2	**M4**	**M6**	**UPS1**	**UPS2/3**
Teaching always satisfactory, often good	Teaching always at least good	Teaching is always good, occasionally outstanding	Teaching is always good, often outstanding	Teaching is always good, much is outstanding
Teachers expect all pupils to display all expected positive attitudes and behaviours	Teachers involve students in the identification and adoption of the range of positive attitudes, value and behaviours expected. In general, all students behave accordingly	These high expectations are so well embedded in classroom practice, that an overwhelmingly positive culture is created.	Teachers are involved in supporting others in creating a positive culture; mainly within their curriculum area.	Teachers support others in creating a positive culture; this may be whole school in nature.
Promote good progress and outcomes by pupils				
NQT - M2	**M4**	**M6**	**UPS1**	**UPS2/3**
Teaching always satisfactory, often good	Teaching always at least good	Teaching is always good, occasionally outstanding	Teaching is always good, often outstanding	Teaching is always good, much is outstanding
In general, around 80% of students will make nationally expected levels of progress and attainment.	In general, around 90% of students will make nationally expected levels of progress and attainment.	In general, around 90% of students will make nationally expected levels of progress and attainment with a few achieving above this.	Almost all students achieve in line with nationally expected progress and attainment and some achieve above this.	Teachers will be involved in sharing good practice concerning student progress and attainment.
All students are set and know their current targets; current attainment and progress are discussed in general. Some students can comment on their own strengths and weaknesses.	Individual progress is discussed and students can set their own targets with significant support from the teacher. Most students can identify their strengths and weaknesses.	Individual targets can be set independently by students and there is peer discussion regarding progress and targets. All students can identify their own strengths and weaknesses.	Be involved in developing, implementing and sharing good practice concerning target setting. Support others on how to encourage students to reflect.	Support other staff with target setting, sharing targets and developing reflection on learning with students. This may have a whole school context.
Students come well equipped to lessons and complete the majority of work set. In general students complete work to the best of their	All students complete all of their work to the best of their ability. Most are confident to ask and answer	All students complete all of their work to the best of their ability, thus producing work of a very high	Teachers are involved in the development and implementation of a reward system that	Teachers are involved in the evaluation and amending of the recognition or reward

ability.	questions in order to clarify their understanding.	standard. Students take responsibility for their learning thus producing work of which they can be justifiably proud.	acknowledges student effort and attitude.	system.
Teachers to use and share a range of data to effectively target support and measure pupil's progress.				
The use of AFL techniques is fully embedded in lessons, including the use of more advanced questioning techniques.				

Demonstrate good subject and curriculum knowledge				
NQT - M2	**M4**	**M6**	**UPS1**	**UPS2/3**
Teaching always satisfactory, often good	Teaching always at least good	Teaching is always good, occasionally outstanding	Teaching is always good, often outstanding	Teaching is always good, much is outstanding
Teachers have secure subject knowledge to deliver all curriculum areas. Teachers contribute to the development of the curriculum within the year group. Teachers are responsible for updating/re-writing Medium term plans.	Teachers develop their own subject knowledge to enhance curriculum.	Teachers demonstrate that their own subject knowledge is current and related to everyday life.	Teachers take responsibility for whole school Teaching and Learning foci within the School Development Plan. They support less experienced in key areas of the school's development.	
Teachers enthuse and inspire the children to be creative across the curriculum.				
There is evidence in all lessons that teachers are supporting literacy. Teachers' own levels of literacy are high. All literacy that is used by teachers on the board, displays and in books is of a high standard. Teachers illustrate good literacy at every pertinent opportunity within the subject and on a cross-curricular basis.				

Plan and teach well structured lessons				
NQT - M2	**M4**	**M6**	**UPS1**	**UPS2/3**
Teaching always satisfactory, often good	Teaching always at least good	Teaching is always good, occasionally outstanding	Teaching is always good, often outstanding	Teaching is always good, much is outstanding
All lessons are structured such that students acquire	All lessons are structured such that students maximise the acquisition	All lessons are structured such that students maximise the acquisition of knowledge and	Teachers support other staff in their keystage to maximise learning and understanding skills.	Teachers support other staff throughout school to maximise learning and understanding skills.

knowledge and develop understanding effectively.	of knowledge and understanding.	understanding.		
Teachers openly value learning and encourage students' intellectual curiosity.	The value of learning and intellectual curiosity is openly discussed. Teachers take the opportunity to develop these values whenever appropriate.	Teachers model the value of learning and intellectual curiosity through their own personal development.	Teachers are involved in creating systems that celebrate learning.	Teachers lead initiatives that celebrate learning and share these ideas within school.

Adapt teaching to respond to the strengths and needs of all pupils				
NQT - M2	**M4**	**M6**	**UPS1**	**UPS2/3**
Teaching always satisfactory, often good	Teaching always at least good	Teaching is always good, occasionally outstanding	Teaching is always good, often outstanding	Teaching is always good, much is outstanding
Teachers are able to differentiate in order to satisfy the needs of individual students. All additional information, such as SEN, is used to inform planning.	Teachers are competent to differentiate using varied techniques and strategies.	Teachers have a secure understanding of how and when to effectively differentiate using a variety of strategies and approaches to ensure that students are being taught effectively.	Teachers contribute to the development of differentiation strategies within their Key Stage and sharing good practice.	Teachers are responsible for promoting and improving differentiation across the school.

They may be involved in whole school development regarding differentiation. |
| Teachers understand and appreciate that there are a range of factors that inhibit a student's ability to learn and this understanding begins to inform teaching. E.g. EAL, EMA, Reading Age | Teachers have a secure understanding of the range of factors which can affect a student's ability to learn and implement strategies to address these. | Teachers are adaptable and confident in dealing with a range of factors affecting students and the arising issues. | Teachers have an extensive knowledge of these factors and apply this regularly to everyday situations.

Teachers act as a role model for colleagues on how to encourage students | Teachers support others in this area and develop strategies to overcome inhibiting factors. These are shared with colleagues. |

etc.			to overcome difficulties.	
Teachers are aware of a student's intellectual, physical and social development and how to cater for their needs. Teachers have an overall understanding of how to use information on students' needs.	Teachers understand students' uniqueness and use a variety of teaching styles in order to support their learning at different stages of development. Teachers consistently use student information and adapt teaching approaches to meet the needs of all students.	Teachers have a secure understanding of student individuality and uniqueness and use this to progress the student's learning at different stages of development.	Teachers are involved in sharing good practice with colleagues re teaching strategies taking account of student development and uniqueness. Teachers are involved in initiatives, such as activities to challenge and develop Gifted and Talented.	Teachers take a leading role in developing these strategies and work with others in planning and implementing them. Teachers play a leading role in evaluating how the school caters for individual needs and ways that this can be improved. They share plans and strategies with colleagues.

Make accurate and productive use of assessment				
NQT - M2	**M4**	**M6**	**UPS1**	**UPS2/3**
Teaching always satisfactory, often good	Teaching always at least good	Teaching is always good, occasionally outstanding	Teaching is always good, often outstanding	Teaching is always good, much is outstanding
Teachers have secure knowledge of assessment and how progress is measured with respect to National Curriculum levels and external examinations. Expected progress across all key stages is understood.			Teachers support colleagues in their understanding of assessment and expected progress.	
Teachers use a range of strategies, formative and summative, to assess student progress. Teachers meet school expectations for assessment and data collection.	Teachers use a wide range of formative and summative assessment strategies in all lessons to inform teaching. Teachers are confident to adapt teaching in response to need identified through assessment.	Teachers collaborate with other staff to share best practice in use of assessment.	With the Leadership team, teachers evaluate strengths and weaknesses in assessment practice across the school to inform improvement plans and interventions.	

Fulfil wider professional responsibilities			
Teachers analyse data for their classes to monitor progress and set targets. Teachers develop strategies to meet these targets.	Teachers identify progress trends within their classes i.e. EAL, EMA, SEN G+T and plan to move these groups forward.	With the leadership team to identify trends across a cohort, i.e. G+T in Year 5, set targets and plan strategies accordingly.	Teachers lead analysis of data to assess student progress; identify and lead interventions to improve progress for a particular group/cohort.
There is regular next step marking taking place and the children are responding as soon as possible after the marking and as a result making improvement to their work. Focus children should have even more focus marking than the rest of the children. Marking focuses on the learning intentions and criteria for success, with clear steps on how to improve. APP and VCOP levelling sheets are a great resource to do this.		Teachers support colleagues to develop effective feedback. Teachers lead initiatives in developing feedback practice within their Key Stage.	

Manage behaviour effectively to ensure a good and safe learning environment				
NQT - M2	M4	M6	UPS1	UPS2/3
Teaching always satisfactory, often good	Teaching always at least good	Teaching is always good, occasionally outstanding	Teaching is always good, often outstanding	Teaching is always good, much is outstanding
Teachers demonstrate clear, explicit expectations and procedures through modelling appropriate behaviours in, and outside, the classroom that reflect the school's expectations and ethos.		Teachers show a level of responsibility for, and act upon, school-wide behaviour. Expectations and procedures are evident and championed.	Teachers provide support and advice to others within the department with behaviour management.	Teachers monitor the effectiveness of aspects of behaviour management, joining discussions to evaluate future needs.
Positive relationships with all the school community	Positive relationships are linked to good provision for pupils	Positive relationships result in excellent provision for pupils	Positive relationships lead to the teacher working to develop provision across teams	Positive relationships lead to the teacher working to develop provision across the whole school
Teachers effectively manage to create a secure environment which fosters engagement with learning. Teachers foster good professional relationships with students	Teachers show a variety of techniques within a secure environment to increase student participation.	Teachers manage behaviour flexibly and confidently to maximise participation within the secure environment they create.	Teachers model for other staff the delivery of appropriate and positive behavioural strategies which improve students' engagement with their learning.	Teachers engage in discussions and working parties to see that procedures and strategies continue to effectively meet the need for improving behaviour and engagement with learning.

NQT - M2	M4	M6	UPS1	UPS2/3
Teaching always satisfactory, often good	Teaching always at least good	Teaching is always good, occasionally outstanding	Teaching is always good, often outstanding	Teaching is always good, much is outstanding
Teacher executes all class teacher duties with support if required.	Teacher confidently executes all class teacher duties. Teacher engages in extra-curricular activities.	Teacher confidently executes all class teacher duties and engages in extra-curricular activities. Teacher supports activities in school which develop whole school foci. Teachers take responsibility for planning and leading external trips.	Teachers support external trips or links with the community or lead after school clubs.	
Teachers attend all calendared meetings and act on the decisions/requests made at a keystage and whole school level. They recognise their own weakness and draw on advice and specialist support as necessary.	Teachers attend all calendared meetings and act accordingly. They have the confidence to contribute positively to discussions at these meetings. They continue to draw on advice and specialist support as necessary.	Teachers support other members of the department to act upon decisions/ actions agreed at all meetings.	Teachers take an active part in calendared meetings and volunteer to be part of working parties addressing a school focus or development.	Teachers take an active part in calendared meetings and volunteer to lead working parties addressing a school focus or development.
Attend courses appropriate to personal development identified by mentor/performance manager.	Attend courses relevant to personal and keystage development targets.	Attend courses relevant to personal, keystage and whole school targets.		
They respond positively to advice and feedback from colleagues.	Cascade new knowledge to colleagues. Respond positively to feedback and advice from colleagues			
Enter data and write reports with advice if necessary. Meet all deadlines for data and reports.				