



MARSH HILL PRIMARY SCHOOL

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

Job Description – Main Scale Teacher (MA1-6)

1. Professional Attributes

I1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

I2 Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

I3 Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communication and working with others

I4 (a) Communicate effectively with learners and colleagues

(b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being

(c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

I5 Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

I6 Have a commitment to collaboration and co-operative working where appropriate.

Personal Professional Development

I7 Evaluate their performance and be committed to improving their practice through appropriate professional development.

I8 Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.

I9 Act upon advice and feedback and be open to coaching and mentoring.

Teaching and Learning

I10 Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and

adapt them, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential.

2. Professional Knowledge and Understanding

Assessment and monitoring

I11 Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.

I12 Know a range of approaches to assessment, including the importance of formative assessment.

I13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

I14 Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subject and curriculum

I15 Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments and related pedagogy.

I16 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

Literacy, Numeracy and ICT

I17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

I18 Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.

I19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching in so far as this is practicable, including those for whom English is an additional language, and how to take practical account of diversity and promote equality and inclusion in their teaching.

I20 Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.

I21 Know how to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health and well-being

I22 Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

I23 Know the local arrangements concerning the safeguarding of children and young people.

I24 Know how to identify potential child abuse or neglect and follow safeguarding procedures.

I25 Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Planning and Teaching

I26 Plan and teach challenging, well-organised lessons and sequences of lessons that:

- are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
- use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
- take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.

I27 Identify and provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context

I28 Plan, set and assess coursework for examinations, homework and other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning.

Assessing, monitoring and giving feedback

I29 Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

I30 Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

I31 Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

I32 Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning

I33 Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

I34 Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

3. Professional Skills

Learning environment

I35

- (a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school
- (b) Make use of the local arrangements concerning the safeguarding of children and young people
- (c) Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts.

I36

- (a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
- (b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

I37 Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Team Working and Collaboration

I38 Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

Name: _____

Signed: _____

Date: _____