

**Curriculum Responsibility:** Teacher

**Management Responsibility:** Form Tutor

**Responsible to:** Head of Faculty/SLT/Head teacher

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the Education and Inspections Act 2006, the required standards for Qualified Teacher Status and other current educational legislation.

*This job description maybe amended at any time following discussion between the Headteacher or Reviewer and the member of staff, and will be reviewed annually.*

The post-holder will be required to work within the following professional standards:

**Professional Standards For Teachers: C (Core Standards: Post-induction / Mainscale teachers)**

## 1 Professional attributes

### *Relationships with children and young people*

1	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.
2	Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

### *Frameworks*

3	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.
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### *Communicating and working with others*

4	(a) Communicate effectively with children, young people 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.
5	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.
6	Have a commitment to collaboration and cooperative working where appropriate.

### *Personal professional development*

7	Evaluate their performance and be committed to improving their practice through appropriate professional development.
8	Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
9	Act upon advice and feedback and be open to coaching and mentoring.

## 2 Professional knowledge and understanding

### *Teaching and learning*

10	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 to provide opportunities for all learners to achieve their potential.
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### *Assessment and monitoring*

11	Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
12	Know a range of approaches to assessment, including the importance of formative assessment.
13	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.

14	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.
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### *Subjects and curriculum*

15	Have a secure knowledge and understanding of their subjects/ curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
16	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*

17	Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
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### *Achievement and diversity*

18	Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
19	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.
20	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.
21	Know when 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*

22	Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
23	Know the local arrangements concerning the safeguarding of children and young people.
24	Know how to identify potential child abuse or neglect and follow safeguarding procedures.
25	Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

## **3 Professional skills**

### *Planning*

26	Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
27	Design opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
28	Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate to sustain learners' progress and to extend and consolidate their learning.

### *Teaching*

29	Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: <ul style="list-style-type: none"> <li>(a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.</li> <li>(b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.</li> <li>(c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills.</li> <li>(d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.</li> <li>(e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.</li> </ul>
30	Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to

	raise levels of attainment.
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### *Assessing, monitoring and giving feedback*

31	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.
32	Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
33	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.
34	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*

35	Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
36	Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

### *Learning environment*

37	(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.
38	(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.
39	Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

### *Team working and collaboration*

40	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.
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The Teacher is responsible to the Head of Faculty / SLT / Headteacher for the following:

#### **Responsible for:**

The provision of a full learning experience and support for students.

#### **Liaising with:**

The Headteacher, other members of the Senior Leadership Team, Heads of Upper/Lower School, teaching/support staff, LA representatives, external agencies and parents.

#### **Purpose:**

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher / Form Tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the School's responsibility to provide and monitor opportunities for personal and academic growth.

## MAIN CORE DUTIES

### Teaching:

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in School and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy and Numeracy are reflected in the teaching / learning experience of students.
- To undertake a designated programme of teaching.
- To ensure an outstanding learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the School's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, faculty and School procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

### Operational/Strategic Planning:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Faculty.
- To contribute to the Curriculum Area and faculty's development plan and its implementation.
- To plan and prepare courses and lessons.
- To contribute to the whole School's planning activities.

### Curriculum Provision:

- To assist the Head of Faculty and Senior Leadership Team member(s) responsible for Teaching & Learning to ensure that the curriculum area provides a range of teaching which complements the School's strategic objectives.

### Curriculum Development:

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the School's Mission and Strategic Objectives.

### Staffing:

#### Staff Development / Recruitment / Deployment of Staff

- To take part in the School's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective / efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the School.

### Quality Assurance:

- To help to implement School quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area / faculty in line with agreed School procedures, including evaluation against quality standards and performance criteria. To seek / implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.

- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the School.

### **Management Information:**

- To maintain appropriate records and to provide relevant accurate and up-to date information for MIS, registers, etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

### **Communications and Liaison:**

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the School.
- To follow agreed policies for communications in the School.
- To take part in liaison activities such as parents' evenings, review days and liaison events with partner Schools.
- To contribute to the development of effective subject links with external agencies.

### **Management of Resources:**

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Faculty to identify resource needs and to contribute to the efficient / effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, faculty and the students.

### **OTHER SPECIFIC DUTIES:**

- To play a full part in the life of the School community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the School in meeting its legal requirements for worship.
- To promote actively the School's corporate policies.
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate.

Whilst every effort has been made to identify the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that it not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

### **ADDITIONAL RESPONSIBILITIES**

#### **As a Form Tutor:**

The Form Tutor has the key role of monitoring student progress and supporting all members of the tutor group in making progress commensurate with their ability. The main responsibilities are to assist in raising the level of performance of all students by:

1. Becoming aware of the strengths and needs of each student.
2. Undertaking regular tutor reviews with each student, providing advice as necessary on strategies to develop key skills and achieve examination targets in all subjects.
3. Monitoring and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, discipline and acceptable standards of conduct and appearance.
4. Take a lead role in the development and implementation of pupils' individual targets, setting SMART targets to enable the greatest possible opportunities for success. Promote and encourage pupil ownership of the target setting process and assist them with self monitoring and recording.

5. Promoting high standards of behaviour and attitudes to work within the group.
6. Communicating effectively with staff and parents to achieve the targets set for the students.
7. Promptly completing administrative tasks relating to the group.
8. Attending the Annual Review of the statement of special educational need.

**FURTHER RESPONSIBILITIES**

Those which you do either on a paid basis, or voluntarily:

9. Undertake a specified amount of Supervision duties if applicable.
10. Offer specific activities to further enrich and develop the experience gained by the pupils' during their time at Pinewood School.
11. Undertake any additional duties and responsibilities that the Headteacher may, from time to time, request.

The Headteacher may vary the duties from time to time without changing their general character or the level of responsibility entailed.

**Signature:** \_\_\_\_\_ **Member of Staff** **Date:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Headteacher** **Date:** \_\_\_\_\_