



TEACHER JOB DESCRIPTION

Post: Teacher

Responsible to: Headteacher

Key Outcomes:

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

PART ONE: TEACHING

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 behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- analyse pupils' data and test/exam performance to inform planning and intervention.
- 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 subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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 according to the Academy timetable 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 area(s).

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 within the agreed time, and encourage pupils to respond to the feedback.
- follow the Academy assessments reporting policies.

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 Academy, in accordance with the Academy's behaviour for learning 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 Academy including co-curricular

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- plan with and deploy support staff effectively to engage fully in learning and progress.
- 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.
- work with other professionals as needed e.g. speech and language, EP etc.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which 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 Academy, 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
- having regard for 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, and 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.
- Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PART THREE: PERSONAL TUTOR

- To act as a personal tutor within the Year system or as a class teacher in Primary.
- To be responsible for the welfare and academic progress of their personal tutor group.
- To act as the first point of contact for parents.
- To monitor and improve attendance rates for the tutor group/class.
- To be responsible for the Academy's reward system within the tutor group/class.
- To meet regularly with the Head of Learning and attend year team meetings (secondary)
- To support inter-house activities as arranged by the Head of House.
- To ensure that pupils follow the Academy's uniform policy.
- To ensure that pupils follow the Academy's rules and policies.
- To set a good example in terms of dress, punctuality and attendance.

Other duties and responsibilities:

Carry out other duties that the Headteacher of the Dolphin School may reasonably request.

This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust and its academies. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework

TEACHER PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE	EVIDENCE
Qualifications	<ul style="list-style-type: none"> • Good Honours Graduate with QTS or as required by the DfE 	<ul style="list-style-type: none"> • Masters in Education 	<ul style="list-style-type: none"> • Application
Experience	<ul style="list-style-type: none"> • A successful teaching record • Experience of working with pupils of all abilities in the age group for which trained 	<ul style="list-style-type: none"> • Working in a diverse community with pupils with English as an Additional Language • Working in an inner city school • Experience of KS1 or 2 SATs 	<ul style="list-style-type: none"> • Application • Interview
Skills	<ul style="list-style-type: none"> • Skills set as outlined in the Teachers' Standards • Demonstrate good subject and curriculum knowledge including the national curriculum /EYFS • Know how to secure outstanding progress and outcomes by pupils adapting teaching as needed 	<ul style="list-style-type: none"> • Outstanding subject and curriculum knowledge • Evidence of significant progress and outcomes for children • Leading a subject in a Primary School • Has used an enquiry led curriculum 	<ul style="list-style-type: none"> • Application • Interview • Assessment
Professional Learning	<ul style="list-style-type: none"> • Commitment to continuing personal and professional learning development 	<ul style="list-style-type: none"> • Evidence of Professional Learning relevant to the role • Training on ASC • Team teach training 	<ul style="list-style-type: none"> • Application • Interview
Leadership Skills and Values	<ul style="list-style-type: none"> • Ability to inspire, motivate and challenge pupils • Commitment to the pursuit of excellence in educational standards • Ability to communicate effectively with colleagues, 	<ul style="list-style-type: none"> • Evidence of high level co-curricular activities • Potential for further leadership role • Has lead a subject in school 	<ul style="list-style-type: none"> • Application • Interview • Assessment

	<p>pupils, families and external agencies</p> <ul style="list-style-type: none"> • Commitment to and promotion of co-curricular opportunities 	<ul style="list-style-type: none"> • Has developed links with other schools 	
Pupil Involvement	<ul style="list-style-type: none"> • Commitment to pupil involvement • Personal commitment to listen to pupil voice • Focus on individual pupil's needs and development of independent learning • High expectations of pupils 	<ul style="list-style-type: none"> • Evidence of pupil involvement • Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies including how to personalise learning to provide opportunities for all learners to reach their potential. 	<ul style="list-style-type: none"> • Application • Interview • Assessment
Personal Attributes	<ul style="list-style-type: none"> • Flexibility to cope with diverse needs of the post • Resilience to work under pressure • Positive, tenacious and optimistic • Ability to quickly establish positive relationships with pupils, staff and families 	<ul style="list-style-type: none"> • Initiative and ability to create new processes and practices to raise standards 	<ul style="list-style-type: none"> • Application • Interview • Assessment
Knowledge & Understanding	<ul style="list-style-type: none"> • Demonstrate good subject and curriculum knowledge including the national curriculum • Know how to secure outstanding progress and outcomes by students adapting teaching as needed 		<ul style="list-style-type: none"> • Application • Interview • Assessment

E-ACT is committed to safeguarding and promoting the welfare of young people and vulnerable adults, and all appointments are subject to enhanced Disclosure & Barring Service (DBS) checks and satisfactory references.