



JOB DESCRIPTION – TEACHER

Allowance: Main Scale /Upper Scale Areas of responsibility: Class Teacher Date: January 2022

MAIN PURPOSE

- To teach a class; to work as a member of a year group team of teachers and to work constructively within the whole school team.
- To plan, teach, monitor, assess and evaluate the educational programme for the children taught.

POLICY & LEGAL FRAMEWORK

The teacher will work with the framework of:

- The latest national legislation.
- School policies and guidelines on the curriculum and school organisation.
- Borough and school policies, in particular those relating to curricular aims and principles and to the equality of opportunity.

CORE TEACHING SKILLS

1. Classroom organisation:

- (a) To have concern for the children throughout the school day and to safeguard their health and safety at all times.
- (b) To provide a stimulating, happy, well-controlled environment within the classroom which promotes our values, encourages positive attitudes, enthusiastic involvement in learning and self-discipline in the children.
- (c) To provide praise as appropriate to encourage learning and to use agreed school sanctions.

2. Planning and record keeping:

- (ai) To plan, as part of a team, a programme of study which meets the needs of the year group.
- (aii) Annotate and alter year group planning to meet the specific needs of your class on a weekly basis.
- (b) To teach, monitor, assess and evaluate the educational programme, keeping in mind the needs of individual children and the requirements of the National Curriculum.
- (c) To complete forecasts and records, reports to parents agreed as school policies.

3. Delivering the curriculum:

- (a) To convey and explain knowledge, skills, tasks, and all aspects of the taught programme in a manner that is appropriate to the age of the children taught.
- (b) To elicit respect from pupils.
- (c) To place and time lessons appropriately.
- (d) To use whole class teaching, group teaching and individual teaching as most appropriate and efficient for the programme of study taught.

4. Assessment:

- (a) To monitor children's learning progress and formally assess them in line with the requirements of the National Curriculum.
- (b) To monitor pupils behaviour, and social development. To use school based systems for behavioural management.
- (c) To identify children with special educational needs, to inform the member of staff responsible Special Needs and seek their advice when designing and implementing an individual programme of work.

- (d) To monitor and take account of the individual children's language needs, especially those with English as a second language.

MANAGEMENT SKILLS

1. Managing People:

- (a) To co-operate with all members of staff, parents and outside agencies in addressing the needs of children.
- (b) To communicate with parents of pupils in the class in order to discuss the children's work or any other matters that arise. To document such information for the school official records where appropriate.
- (c) To work with all members of staff and parents and children to ensure that the school's behaviour and discipline guidelines are implemented and to work at all times towards the happy self disciplined child.
- (d) To attend and take a constructive part in staff meetings, Inset Days and any other school Inset sessions.
- (e) To take and lead your class and school assemblies.

2. Managing Information:

- (a) Note all messages left on the staff whiteboard. Note and respond to all communications sent via the class register and email.
- (b) Ensure that the accidents, behavioural incidents are properly reported and recorded.
- (c) Demonstrate an awareness of the school's policies.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

All teachers (other than NQT's) are required to co-ordinate / lead on an area of the curriculum or school improvement as part of their professional development. These areas can be negotiated with the Headteacher, or you may be requested to lead on a specific area of school improvement.

GENERAL

1. Personal effectiveness:

- (a) To evaluate and review one's own teaching methods having regard for current educational practice and a whole school approach which supports the children's learning at all times.
- (b) To set high standards of punctuality. To be on time for the teaching sessions and to be in class to greet the pupils at the start of teaching sessions.
- (c) To keep abreast of latest developments regarding general teaching techniques and within a specified responsibility.
- (d) To be able to communicate effectively both verbally and in written form on a specified area of responsibility.

2. Whole school commitment:

- (a) To demonstrate a commitment to the full life of the school and to work with all other members of staff to ensure the success of whole school initiatives and assemblies, displays, open evenings and other activities as they occur in the school year.
- (b) To support and assist in the development of the stated school and LEA policies having regard to the National Curriculum.
- (c) To undertake, with all other members of staff, general responsibilities concerned with the day-to-day running of the school.

The post holder shall:

- ensure that the duties of the post are undertaken with due regard of the school's Health and Safety Policy and to their personal responsibilities under the provision of the Health and Safety at Work Act 1974 and all other relevant subordinate legislation.
- carry out these duties with due regard to the School policies, procedures and priorities.

UPPER PAY SCALE

Teachers on the Upper Pay scale must demonstrate that the teacher is highly competent in all elements of the relevant standards; and that the teacher's achievements and contribution to school are substantial and sustained. The meaning of these criteria is as set out below.

'highly competent': the teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards in the particular role s/he is fulfilling and the context in which s/he is working.

'substantial': the teacher's achievements and contributions to the school are significant, not just in raising standards of teaching and learning in his/her own classroom, or with his/her own groups of children, but also in making a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues.

'sustained': the teacher will normally have had two consecutive successful appraisal statements in this School and have made good progress towards his/her objectives during this period. S/he will have been expected to have shown his/her expertise has grown over the relevant period and is consistently good to outstanding.

This job description will list the key tasks, responsibilities and outcomes sought from the post holder in the school year. These will be derived from the School Improvement Plan and other school priorities.

All schools in Enfield are committed to safeguarding and promoting the welfare of children and young people. Therefore, all employees working at this school are expected to share this commitment.