**Teacher Job Description (Main Scale)**

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| **Job purpose** | * To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate. * To monitor and support the overall progress and development of pupils as a teacher * To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential. * To contribute to raising standards of pupil attainment. * To share and support the school’s responsibility to provide and monitor opportunities for personal growth end enjoyment |
| **To whom the post holder reports to** | The post holder is responsible to:   * The Head teacher/ Head of School in all matters * The relevant member of the school leadership group in respect of   curriculum and pastoral matters   * The post holder is also expected to interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum with the aim of improving teaching and learning across the school/college |
| **Duties and responsibilities specific to the post** | * To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department. * To contribute to the achievement of the school’s development plan and its implementation. * To plan and prepare lessons. * To contribute to the whole school’s planning activities |
| **Teaching, Learning & class management** | * Plan & deliver learning to the assigned class or classes in line with the national requirement & school policies * Evaluate own teaching critically, drawing on development opportunities to improve effectiveness * As a result of teaching and effective use of data, your pupils achieve well in relation to their prior attainment * Identify those with Special Educational Needs, implement planned programs and seek appropriate support from other professionals * Develop effective use of support staff through coaching and mentoring, to ensure highly effective classroom assistance, which impacts on pupil learning * Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, promoting effective behaviour for learning in all contexts so children feel secure and confident as learners, in line with the school’s Behaviour Policy * Set homework to consolidate and extend learning * Use Planning, Preparation and Assessment (PPA) time effectively. At least 10% of timetabled time will be designated as PPA time, and it will be allocated in blocks of no less than 30 minutes * Assess and record each pupil’s progress systematically in line with school current practice * Mark and monitor class work and homework providing feedback in line with policy and use the results for future planning, teaching and learning * Write/collate high quality and informative individual, positive, honest annual reports to parents/carers and discuss pupil’s progress and welfare at parents’ meetings and other occasions developing positive relationships * Prepare pupils for National Curriculum Assessments |

**Person Specification**

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| **Key Areas** | **Essential/ Desirable** | **Method of Assessment Interview, Application Form, Assessment Exercises,**  **References** |
| **Qualifications** | | |
| Qualified Teacher Status | E | Application Form |
| Degree status | D | Application Form |
| Evidence of participation in further professional development or study | D | Application Form / Interview |
| **Experience** | | |
| Experience in relevant key stage / year group | D | Application Form, Interview, References |
| Experience of administering statutory tests and assessment | D | Application Form, Interview, References |
| Experience of working with multi-agency teams | D | Application Form, Interview, References |
| Working in a school community in challenging circumstances | D | Application Form, References |
| **Ability to work within a professional team and to develop and promote the school’s ethos and values**  **within the Primary Phase** | | |
| Evidence of strong classroom practice | E | Application Form, References, Lesson Observation |
| A desire to develop their own practice and be part of an enquiry based approach to improving teaching and  learning. | E | Application Form, Interview |
| Evidence of effective planning to meet needs of all groups of pupils | E | Application Form, Interview, References |
| Committed to development of basic skills day to day classroom practice promoting confident children who  are literate and numerate to age appropriate levels | E | Application Form, References, Lesson Observation |
| Knowledge of the National Curriculum | E | Application Form, Interview, References |
| Demonstrates high expectations of self and others’ in all  aspects of school life | E | Application Form, Interview, References |
| Prioritises improving standards and achievement for all groups of pupils and demonstrates significant impact on  pupil outcomes | E | Application Form, Interview, References |
| Relates to and motivates pupils through an understanding of their needs | E | Application Form, Interview, References |
| Works well within and contributes to team development | E | Interview, References |
| Evidence of commitment to the equality’s agenda | E | Application Form, Interview, References |