



Waterbeach Community Primary School

Teacher Main Pay Range Job Description (Main Scale 1-3)

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

As a Main Pay Range Teacher you are required to be competent in all elements of the Teacher Standards, to discharge the Teachers Responsibilities as set out in the Contractual Framework for Teachers of the School Teachers Pay and Conditions Document and to act in accordance with the School's ethos, policies and practices, under the direction of the Headteacher.

1. Teaching

- 1.1. Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the School's plans, curriculum and schemes of work in order to achieve target levels of pupil attainment, progress and outcomes.
- 1.2. Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- 1.3. Set and mark work to be carried out by the pupil in school and elsewhere.
- 1.4. Participate in arrangements for preparing pupils for external examinations.

2. Whole school organisation, strategy and development

- 2.1. Contribute to the development, implementation and evaluation of the School's policies, practices and procedures in such a way as to support the School's values and vision.
- 2.2. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- 2.3. Supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable).

3. Health, safety and discipline

- 3.1. Promote the safety and well-being of pupils in accordance with the School's Child Protection and other relevant policies.
- 3.2. Maintain good order and discipline among pupils in accordance with the School behaviour policy.

4. Management of staff and resources

- 4.1. Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.3. Deploy resources delegated to you in accordance with School policies.

Our Vision:

Our school will encourage each child to grow into a happy, confident individual, thriving in a supportive community where each is inspired to learn and discover through a kaleidoscope of opportunities, with space to imagine and to create.

5. Professional development

- 5.1. Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
- 5.2. Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

- 6.1. Communicate with pupils, parents and carers in accordance with the School ethos, policies and practice.

7. Working with colleagues and other relevant professionals

- 7.1. Collaborate and work with colleagues and other relevant professionals within and beyond the School.
- 7.2. Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the School, which require the exercise of your professional skills and judgment.

8. Fulfil wider professional responsibilities

- 8.1. Make a positive contribution to the wider life and ethos of the School.

Specific details of the accountabilities (e.g. the allocated curriculum and/or pupil development accountability under paragraph 2.2 above) should be recorded below and reviewed annually by the appraiser.

Paragraph	Specific Additional Accountabilities
	To be discussed on appointment

This job description and related documents provides the standards and framework for Performance Management Objectives for a Main Pay Range Teacher which will be set under the School's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be specific, measurable, achievable, realistic and time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the School's plans for improving the School's educational provision and performance and improving the educational opportunities of pupils at that School.

Our Vision:

Our school will encourages each child to grow into a happy, confident individual, thriving in a supportive community where each is inspired to learn and discover through a kaleidoscope of opportunities, with space to imagine and to create.

Our Expectations for Teaching Standards

1.1 SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

Teachers create a safe and stimulating environment. Teachers understand and apply a good knowledge of learners to support and motivate them to learn. Teachers have improving practice; setting consistently high expectations of children. Teachers expect all learners to have positive attitudes, values and behaviours for their learning

1.2 PROMOTE GOOD PROGRESS AND OUTCOMES

Teachers are aware of all relevant data on learners within their class and use this to set challenging targets with them. Children reflect on their progress in order to know their next steps. Teachers use intervention strategies effectively with learners. Most children progress in line with school expectations.

1.3 DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

Teachers have secure subject knowledge within their key stage. They are developing their teaching strategies. They promote high expectations and high standards of literacy and numeracy; they introduce opportunities for spiritual, moral, social and cultural learning.

1.4 PLAN AND TEACH WELL-STRUCTURED LESSONS

All lessons are planned well and are well structured. Lessons have a clear learning question and children know what is expected of them. There is appropriate differentiation and enthusiastic delivery of the lesson. Resources are suitable for the lesson. There are good opportunities for children to check their understanding and reflect on their learning. Regular and appropriate homework is used effectively to consolidate and extend learning. Teachers begin to reflect on their practice. Teaching is at least good.

1.5 ADAPT TEACHING TO RESPOND TO STRENGTHS AND NEEDS OF ALL PUPILS

Teachers demonstrate effective differentiation for the children in their class, using their knowledge of the learners. Work matches the ability of the children and shows teacher awareness of the factors which may inhibit their ability to learn. Strategies are evolving which support the learning of children in vulnerable groups.

1.6 MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

They have a secure understanding of formative and summative assessment and consistently use sound strategies. Teachers accurately assess children's progress and work. They act on the results of assessment to shape their lesson delivery and planning ensuring that all students make progress. They apply the school's feedback and assessment policy diligently. Feedback to children is effective and supports improved achievement. They ensure that children are given opportunities to reflect on their feedback so that children understand how to improve and are able to do so. They fully understand national expectations in relation to attainment and achievement.

1.7 MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT

Teachers follow and use the school's policy and procedures effectively and use clear and consistent strategies to produce a positive climate for learning. They actively ensure that children learn in a safe environment. Relationships with children are positive. Teachers develop, in children, an awareness of responsibility for their own actions and their own learning.

Our Vision:

Our school will encourage each child to grow into a happy, confident individual, thriving in a supportive community where each is inspired to learn and discover through a kaleidoscope of opportunities, with space to imagine and to create.

1.8 FULFILL WIDER PROFESSIONAL RESPONSIBILITIES

Teachers conduct themselves well and are professional about their duties. They are aware of what the school expects of them in their wider role and complete this effectively. Teachers take responsibility for their own professional learning with guidance from leaders. They are keen to improve their pedagogy and take opportunities to do this well and embed that practice into their own. They reflect on their practice with others and plan improvements. They communicate well with other staff and parents their own learning.

2 PERSONAL AND PROFESSIONAL CONDUCT

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside of school. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach. They must 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

Our Vision:

Our school will encourages each child to grow into a happy, confident individual, thriving in a supportive community where each is inspired to learn and discover through a kaleidoscope of opportunities, with space to imagine and to create.