



Waterbeach Community Primary School

Teacher Main Pay Range Job Description (Main Scale 4-6)

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.

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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.

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Our Expectations for Teaching Standards

1.1 SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS

Teachers create a challenging and safe environment which matches the needs of learners. Children are enabled to use the environment effectively. They have a well-developed knowledge of learners and use this effectively to motivate learners. Teachers set high expectations which stretch and challenge pupils. They expect all learners to have positive attitudes, values and behaviours and support children who find this challenging. Their practice is well developed in all areas.

1.2 PROMOTE GOOD PROGRESS AND OUTCOMES

Teachers are aware of all relevant data on learners and use this to set challenging targets with them. Children know what they need to do to improve and can explain and reflect on how the teaching and assessment has helped them make progress. Teachers structure lessons to support all children and use intervention strategies effectively with learners so that almost all children progress in line with school expectations.

1.3 DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE

Teachers demonstrate excellent subject knowledge within their Key Stage but have a working knowledge of other Key Stages. Their teaching strategies demonstrate creativity within the classroom and they play an active role in creating and sharing curriculum planning. They promote and secure high standards of literacy and numeracy and develop opportunities for spiritual, moral, social and cultural learning.

1.4 PLAN AND TEACH WELL-STRUCTURED LESSONS

All lessons are planned well for the range of pupils in the group. Children are engaged in the lessons and there is a good pace of learning for all. Lessons have a clear path of learning and all children are able to extend their learning through precise learning questions. There is appropriate differentiation for all children with assessment opportunities to check that the differentiation is effective. There are frequent opportunities for children to check their understanding. Children have time to reflect on their learning through self-assessment. Appropriate homework is used with great effect to consolidate and extend learning. Teachers reflect consistently on their practice. Teaching is good with some outstanding aspects.

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

Teachers demonstrate well developed techniques for differentiation using their knowledge of how children learn and the barriers that certain groups face. Positive learning outcomes for these children gives clear evidence that differentiation is effective. They use a range of techniques gathered from advice from colleagues and other sources.

1.6 MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT

Teachers have a well-developed understanding of formative and summative assessment and consistently use sound strategies to accurately assess students' progress and work. They have detailed understanding of assessment, both oral and written and use these to great effect so that each child is clear about their learning. Teachers monitor closely and intervene appropriately where children are underachieving. They act with great effect on the results of their assessment to shape the learning to maximise progress. Teachers apply the schools feedback and assessment policy diligently. They also use this assessment to improve their practice and lesson structure to reshape learning where necessary.

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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 and they create a highly productive and supportive learning environment. Relationships with children are positive. Teachers actively ensure that children understand the responsibility they must take for their own actions and their own learning.

1.8 FULFILL WIDER PROFESSIONAL RESPONSIBILITIES

Teachers conduct themselves well and are professional and proactive 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 actively seek opportunities to do this and embed that practice into their own. They reflect on their own practice and use this to develop their own professional learning. Teachers communicate well with other staff and parents

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

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