

Job description

Teacher

Following the School maxim, 'Only the best and Everyone Matters', we all work together to provide the highest quality education for all our pupils.

Role

To be an effective teacher who can teach and assess effectively, demonstrate thorough curriculum knowledge, take responsibility for professional development and enable pupils to achieve well.

Responsible to:

- Team Leader (as subject teacher)
- Head of House (as tutor)

Strategic

Teach allocated pupils by planning your teaching to achieve progression of learning through:

- understanding and applying effective classroom management
- understanding and applying a range of effective teaching strategies
- positively targeting and supporting individual learning needs
- maintaining high levels of behaviour and discipline
- effectively using homework and other extra curricular learning opportunities
- demonstrating appropriate consistent progress
 - for all pupils
 - across all teaching areas
 - across all spectrums of background, ability and behaviour
 - that compares favourably with pupils in similar settings (eg against PANDA and FFT benchmarks)
 - effectively managing other adults in the classroom

Operational

Monitoring, Assessment, Recording, Reporting

- use performance data to evaluate pupils' progress and set appropriate targets for improvement
- use assessment to inform planning and teaching
- report on progress to all stakeholders at the appropriate times

Pastoral Duties

- be a form tutor to an assigned group of pupils
- promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole
- liaise with the Head of House to ensure the implementation of the school's pastoral system
- register pupils, accompany them to assemblies and Eucharists, encourage their full attendance at all lessons and their participation in other aspects of school life
- contribute to the preparation of Action Plans and progress files and other reports
- alert appropriate staff to problems experienced by pupils and make
- recommendations as to how these may be resolved
- communicate, as appropriate, with parents of pupils and persons or bodies
- outside the school concerned with the welfare of individual pupils, after
- consultation with appropriate staff
- contribute to PSHCE and citizenship and enterprise according to school policy

Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- maintain an up to date knowledge of good practice in teaching techniques
- know subject(s) or specialism(s) to enable effective teaching
- take account of wider curriculum developments
- incorporate national strategies in all teaching
- communicate learning objectives
- contribute positively and effectively to the Every Child Matters agenda
- undertake professional development to enhance teaching and pupils' learning, and
 - apply outcomes and identify impact
 - share outcomes with colleagues
 - take responsibility for professional learning (for example, using the “Transforming Learning” tool)

For teachers on the Upper Pay Spine

Senior Teachers who have met and continue to meet the performance threshold/senior teacher standards demonstrate a high degree of sustained competence in their own subject areas and, through their general experience and expertise, make significant contribution to the ethos and success of the workplace. Teachers on the Upper Pay Spine are expected to contribute more fully to the development of our priorities than those on the Main Scale. They should:

- demonstrate that they have high expectations of, and establish respectful, trusting and constructive relationships with all the learners they teach.
- actively contribute to the development of the policies and practices of their workplace and share in the collective responsibility for their implementation.
 - draw actively on their own professional experience and expertise, and that of their colleagues and other professionals, to make informed choices about strategies designed to raise the level of learners' attainment and secure their well-being
 - communicate effectively with all children, young people, parents and carers.
- have an accurate understanding of their strengths and areas for professional development, both within the teaching of their own subjects/subject areas and in the wider school context and take effective actions to improve their performance through CPD.
- take the initiative in identifying and using opportunities to work with and manage colleagues in order to share and implement effective practice in the classroom, and in the wider school context.
- improve their practice through a discriminating approach to innovation, identifying those practices most likely to raise the level of learners' attainment both within their own subjects/subject areas and in the wider school context.

For details, please refer to the School's UPS Guidelines published in June 2002 and updated May 2004. Colleagues who are sole teachers of a subject, and hold no line management or performance review responsibilities are able to demonstrate their sustained and substantial contribution to the school by virtue of their being the sole teacher of the subject.

How to fulfil the role

In order to fulfil this role effectively, the teacher will want to develop the following qualities and characteristics, and a CPD programme is an important element of performance management.

Professionalism

- *Challenge & support: a commitment to do everything possible for each pupil and enable all pupils to be successful*
- *Confidence: the belief in one's own ability to be effective and to take on challenges*
- *Creating trust: being consistent and fair; keeping one's word*
- *Respect for others: the underlying belief that individuals matter and deserve respect*

Thinking

- *Analytical thinking: the ability to think logically, break down problems, recognising cause & effect*
- *Conceptual thinking: the ability to see patterns and links even when there is a lot of detail*

Leading

- *Flexibility: the ability and willingness to adapt to the needs of a situation and change tactics*
- *Managing pupils: the drive and the ability to provide clear direction to pupils, and to enthuse and motivate them*
- *Passion for learning: the drive and ability to support pupils in their learning, and to help them become confident and independent learners*

Planning and setting expectations

- *Drive for improvement: relentless energy for meeting challenging targets, for pupils and the subject*
- *Information seeking: a drive to find out more and get to the heart of things*
- *Initiative: the drive to act now to anticipate and pre-empt events, thinking and acting ahead*

Relating to others

- *Impact and influence: the ability to produce positive outcomes by influencing others*
- *Team working: the ability to work with others to achieve shared goals, sharing and gathering information*
- *Understanding others: the drive and ability to understand others, and why they behave as they do*

From Hay McBer – professional characteristics of effective teachers

Developing people

- *Act as role model to demonstrate leadership in line with the school's Christian ethos and values*
- *Encourage staff to work together and share expertise within the team*
- *Offer information, advice and guidance to help staff plan their professional development*
- *Use coaching skills to help staff achieve their potential*

Reflecting

- *Reflect on personal and professional development*

- *Use feedback from all levels of the school to help improve the way you lead, manage and develop staff*
- *Be aware of your own skills of self-management as regards time, prioritising workload and achieving a work/life balance*

Inspiring

- *Be able to inspire staff and pupils with the highest standards and expectations*
- *Be able to take the initiative and lead from the front*
- *Support and endorse the school's Christian ethos*

From Indicator 5 of the Investors in People Standard

Scale or Grade:

Main Professional Grade or Upper Pay Spine

PPA time:

5 periods per fortnight (10% of teaching time)

Date last reviewed:

10 February 2011