

### JOB SPECIFICATION

<b>Job Title:</b>	Teacher
<b>Reporting to:</b>	Headteacher
<b>Grade:</b>	
<b>Workplace:</b>	School based

<b>Purpose of the Post:</b>	<ul style="list-style-type: none"> <li>• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils</li> <li>• Ensure delivery of high quality teaching and learning for which they are accountable</li> </ul> <p>Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical, forge positive professional relationships, and work with parents the best interests of their pupils. (Teachers’ Standards, DFE, 2011)</p> <p><u>Teachers’ Standards, DFE, 2011 A teacher must:</u></p> <ol style="list-style-type: none"> <li>1. Set high expectations which inspire, motivate and challenge pupils (TS1)</li> <li>2. Promote good progress and outcomes by pupils (TS2)</li> <li>3. Demonstrate good subject and curriculum knowledge (TS3)</li> <li>4. Plan and teach well-structured lessons (TS4)</li> <li>5. Adapt teaching to respond to the strengths and needs of all pupils (TS5)</li> <li>6. Make accurate and productive use of assessment (TS6)</li> <li>7. Manage behaviour effectively to ensure a good and safe learning environment (TS7)</li> <li>8. Fulfil wider professional responsibilities (TS8)</li> <li>9. Demonstrate consistently high standards of personal and professional conduct (PART TWO)</li> </ol>
	<p><b><u>A) Planning, Development and Co-Ordination</u></b></p> <ol style="list-style-type: none"> <li>1. To set challenging teaching and learning objectives which are relevant to all pupils in their classes</li> <li>2. To use teaching and learning objectives to plan lessons and sequences of lessons</li> <li>3. To select and prepare resources, and plan for the effective and safe organisation, taking into account pupils’ interests, learning needs, language and cultural backgrounds, with the help of support staff where appropriate</li> </ol>

	<ol style="list-style-type: none"> <li>4. To contribute to the teaching team, meetings and events</li> <li>5. To plan for the deployment of support staff where deployed to contribute to pupils learning</li> <li>6. To plan for opportunities for pupils to learn in and outside of school contexts</li> <li>7. To produce long, medium and short term plans in accordance with the school's policies and procedures and within required deadlines</li> </ol>
	<p><b><u>B) Teaching, Learning and Classroom Management</u></b></p> <ol style="list-style-type: none"> <li>1. To have high expectations which inspire, motivate and challenge pupils and build successful relationships centred on teaching and learning</li> <li>2. To establish a purposeful and stimulating learning environment where diversity is valued and where pupils feel safe, secure and confident</li> <li>3. To teach the required knowledge, understanding and skills relevant to the curriculum for pupils in their age range</li> <li>4. To teach well-structured sequences of lessons and schemes of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and provide collaborative opportunities</li> <li>5. To promote active and independent learning that enables pupils to think for themselves and plan and manage their own learning</li> <li>6. To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to promote good progress and outcomes by all</li> <li>7. To organise and manage teaching and learning time effectively</li> <li>8. To organise and manage the physical teaching space, tools, materials and resources safely and effectively with the help of support staff where appropriate</li> <li>9. To set high expectations for pupils behaviour and conduct and establish a clear framework for classroom discipline in line with the school's policy. Anticipate and manage pupils' behaviour constructively and promote self-control and independence</li> <li>10. To use IT effectively to enhance the delivery of teaching and learning</li> <li>11. To take responsibility for teaching a class or classes over a sustained and substantial period of time</li> <li>12. To provide homework which consolidates and extends work carried out in the class and encourages pupils to learn independently</li> <li>13. To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning</li> <li>14. To recognise and respond promptly and effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with the school's policies and procedures</li> <li>15. To create a culture which shows tolerance of and respect for the rights of others, not undermining fundamental British values including: democracy, the rule of law,</li> </ol>



	<p>individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</p> <p>16. Be aware of and comply with policies and procedures relating to safeguarding, child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate adult</p> <p>17. To attend and participate in regular meetings</p> <p>18. To participate in training, continuous professional development and other learning activities as required including participation in the school's appraisal and capability arrangements</p>
	<p><b><u>C) Monitoring and Assessment</u></b></p> <ol style="list-style-type: none"><li>1. To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives</li><li>2. To use monitoring and assessment information to improve planning and teaching for improved learning outcomes</li><li>3. To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn</li><li>4. To involve pupils in reflecting on, evaluating and improving their own performance and progress</li><li>5. To assess pupil's progress accurately against appropriate standards</li><li>6. To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional and social difficulties</li><li>7. To identify levels of attainment for pupils learning English as an additional language</li><li>8. To record pupils' progress and achievements systematically, providing evidence of the range of their work, progress and attainment overtime to inform planning</li><li>9. To report on pupils' attainment and progress to parents, carers and other professional in accordance with the statutory reporting and assessing frameworks</li></ol>
	<p><b><u>D) Subject Co-Ordination and Leadership</u></b></p> <ol style="list-style-type: none"><li>1. To implement and review the school's development plan in conjunction with the Senior Leadership Team and / or line manager</li><li>2. To develop and audit schemes of work and other documentation related to the use of the subject within school and to support cross curricular delivery including subject support for colleagues to enable curriculum requirements to be met</li><li>3. To develop strategies for the use of subject to promote new teaching methods and improve learning throughout school and to monitor their effectiveness in raising standards of teaching and learning</li><li>4. To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice</li><li>5. To manage the resources available for the subject and make recommendation in order to maintain and develop curriculum provision</li></ol>

<b>Responsibilities:</b>	Carrying out the professional responsibilities of a teacher, upholding the Professional Teachers’ Standards (DFE) and the supervision of support staff when deployed to contribute to pupils learning
<b>Expectations of All Employees</b>	<ul style="list-style-type: none"> <li>• Full working knowledge and compliance with policies and procedures relating to child protection, health, safety and security, confidentiality, HR and data protection, reporting all concerns to an appropriate person.</li> <li>• Be aware of and support difference and ensure equal opportunities for all</li> <li>• Working knowledge of the education sector</li> <li>• Contribute to the overall ethos/work/aims of the Trust and member academies.</li> <li>• Appreciate and support the role of other professionals</li> <li>• Attend and participate in relevant meetings as required</li> <li>• Participate in training and other learning activities and performance development as required</li> </ul>
<b>Additional Information:</b>	The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.
<b>Responsibilities for Resources:</b>	<p><b>Employees (Supervision):</b></p> <p><b>Financial:</b></p> <p><b>Physical:</b></p>
<b>Customers and Clients:</b>	
<b>Working Conditions:</b>	
<b>Characteristics of the post:</b>	<p>Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p><b>The employment checks are required:</b></p> <ul style="list-style-type: none"> <li>• Evidence of entitlement to work in the U.K.</li> <li>• Evidence of essential qualifications – see page 1 of this job specification</li> <li>• Two satisfactory references</li> <li>• Confirmation of medical fitness for employment</li> <li>• Registration with appropriate bodies (where applicable)</li> </ul>



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	<p><b>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:</b></p>
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	<p><b>Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.</b></p>
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