



Barnwell School - Job Description

Job Title:	Teacher
Reporting to:	Faculty/Subject Line Manager
Liaising with:	Headteacher, Senior Leadership Team, Learning Support Team, Middle Leadership Team, Teaching/Support staff, Governing Body, external agencies and parents
Responsible for:	Student attainment and progress
Grade:	MPS

Job Purpose:

- Provide outstanding effective and professional teaching and learning
- Be accountable for the overall progress of students in classes taught
- Build upon the quality of education to ensure all students make rapid and sustained progress
- Actively support the ethos, vision and values of the school
- Drive and maintain a culture that promotes excellence, equality and high expectations for all staff and students
- Evaluate own performance and identify the priorities that will lead to continuous improvement and the raising of standards

Principle accountability for:

- Quality of teaching and learning
- Outstanding individual student progress and achievement
- Outstanding cohort/vulnerable group success and progression rates, closing the achievement gap between all student groups
- Analysis of student assessment data and liaison with other class teachers and line manager with regard to student progress and in particular under achievement
- Outstanding behaviour and attendance of students

Teachers' Standards:

Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students

Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes

- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

Personal and professional conduct

- demonstrate consistently high standards of personal and professional conduct.
- uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- treat students with dignity, build relationships rooted in mutual respect, always observe proper boundaries appropriate to a teacher's professional position
- have regard for the need to safeguard students' well-being, in accordance with statutory provisions
- show tolerance of and respect for the rights of others
- not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensure that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law
- a proper and professional regard for the ethos, policies and practices of the school and maintaining high standards of attendance and punctuality
- have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties, including the provision of high quality teaching and learning and the safeguarding, wellbeing and care of students. Elements of this job description and changes to it may be negotiated at the request of either the Headteacher or the incumbent of the post, and it should be noted that the post-holder is expected to carry out such duties as may reasonably be required by the Headteacher from time to time