

## **Job Description**

### **Main Scale Teacher**

Purpose:

- To implement and deliver an appropriate broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/learning coordinator.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

**Reporting to:** Subject Leader

**Responsible for:** The provision of an effective learning experience and support for students.

**Liaising with:** Head/Deputies, teaching/support staff, LA representatives, external agencies and parents/carers

**Working time:** 195 days per year. Full-time

**Salary/grade:** Main Scale

**Disclosure level:** Enhanced

**Teachers Must:**

| <b>Curriculum</b>  |
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| Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning and recent relevant developments. |
| Know and understand the relevant statutory and non-statutory curricular and frameworks for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach                                      |
| Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities   |
| <b>Professional Skills</b>   |
| Plan for progression across the age and ability range they teach, designing effective learning sequences within, and across series of lessons  |
| Design opportunities for learners to develop their keys skills and thinking and  |

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| learning skills  |
| Plan, set and assess homework and coursework to sustain learners' progress and to extend and consolidate their learning  |
| <b>Professional Knowledge and Understanding</b>  |
| Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.   |
| Teach challenging, well-organised lessons across the age and ability range. <ul style="list-style-type: none"> <li>• Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs</li> <li>• Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.</li> <li>• Develop pedagogy which enables learners to apply new knowledge, understanding and skills.</li> <li>• Adapt their language to suit the learners they teach</li> <li>• Differentiate teaching to learners needs</li> </ul> |
| Teach engaging and motivating lessons  |
| <b>Reviewing Learning and Teaching</b>   |
| Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining approaches where necessary.   |
| Review the impact of the feedback provided to learners and guide learners on how to improve their attainment   |
| <b>Assessment, Monitoring and Ongoing Feedback</b>   |
| Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examination and qualifications  |
| Know a range of approaches to assessment, including the importance of formative assessment.  |
| Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment  |
| Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment   |
| Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.  |
| Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.  |
| Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.  |
| Know how to use data related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses,  |

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| attainment, progress and area for development, including action plans for improvement.   |
| <b>Learning Environment</b>  |
| <ul style="list-style-type: none"> <li>a. Establish a purposeful and safe learning environment that learners feel secure and sufficiently confident to make an active contribution to learning and to the school</li> <li>b. Make use of the local arrangements concerning the safeguarding of children and young people.</li> <li>c. Identify and use opportunities to personalise and extend learning through out-of-school contexts.</li> </ul> |
| By establishing and maintaining a clear framework for discipline. In line with the school's behaviour policy use a range of behaviour management techniques and strategies adapting them as necessary to promote the self control and independence of learners.  |
| Promote learners' self- control, independence and cooperation through developing their social emotional and behavioural skills.  |
| <b>Team Working and Collaboration</b>  |
| Work as a team member and identify opportunities for working with teaching and support colleagues, managing their work where appropriate and sharing development of effective practice with them.  |
| <b>Achievement and Diversity</b>   |
| Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences  |
| Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.   |
| Understand the roles of colleagues and how when to draw on that expertise such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs.  |
| <b>Health and Well-being</b>   |
| Know the current legal requirements, national policies, local arrangements and guidance on the safeguarding and promotion of the well-being of children and young people   |
| Know how to identify potential child abuse or neglect and follow safeguarding procedures   |
| Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support   |