



<p style="text-align: center;"><u>Job Profile</u></p> <p style="text-align: center;"><u>Main Scale Teacher</u></p>
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Job Title:	Class Teacher
Grade:	Band 1 – Teacher
School:	Aspire Learning Federation Elm Park Primary School/R J Mitchell Primary School
Reports to:	Headteacher
Staff managed:	In class Learning Support Assistant

Job purpose and content

A teacher is one of a team of school staff, who together are responsible for the high quality education and welfare of all the pupils in the school. A teacher is, at all times, subject to the reasonable direction of the headteacher and is expected to work within the agreed system of management and supervision for the school.

Principal duties and responsibilities

To carry out the professional duties of a teacher as set out in the current edition of the School Teacher's Pay and Conditions Document and carry out the duties of a MST, subject to the reasonable direction of the headteacher.

Professional Attributes

1. Have high expectations of children and young people including a commitment to ensuring that they achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
2. Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
3. Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of the school, including those designed to promote equality of opportunity.
4. Communicate effectively with children, young people and colleagues, including support staff, such as teaching assistants.

5. Recognise that communication is a two way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people. Prepare reports and information for parents and carers, and where appropriate, governors, members of school staff and other external agencies concerned with education, well being and welfare of pupils.
6. Have a commitment to collaboration and co-operative working where appropriate.
7. Evaluate their performance and be committed to improving their practice through appropriate professional development.
8. Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
9. Act upon advice and feedback and be open to coaching and mentoring.
10. 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 full potential.

Professional knowledge and understanding

11. Know the assessment requirements and arrangements for the subject/curriculum areas they teach.
12. Know a range of approaches to assessment, including the importance of formative assessment and the principles of Assessment for Learning.
13. 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.
14. Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
15. 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.
16. Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

17. Understand how children and young people develop and how progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
18. 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.
19. Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs and the contributions they can make to the learning, development and well-being of children and young people.
20. Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities and to refer to sources of information, advice and support from external agencies.
21. Know the current legal requirements, national and local policies and guidance on the safeguarding and promotion of the well-being of children and young people.
22. Know how to identify potential child abuse or neglect and follow safeguarding procedures.
23. 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 special support.

Professional skills

24. Plan for progression across the age range and ability range they teach, designing effective learning sequences within lessons across a series of lessons informed by secure subject/curriculum knowledge.
25. Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
26. Plan, set and assess homework and other out-of-class assignments, where appropriate to sustain learners' progress and to extend and consolidate their learning.
27. Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:

- a) use an appropriate range of teaching strategies and resources, including, e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - b) Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
 - c) Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - d) Adapt their language to suit learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
 - e) Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners.
28. Teach engaging and motivating lessons informed by well-grouped expectations of learners, designed to raise levels of attainment.
29. 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.
30. Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
31. 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.
32. Use assessment as part of teaching to diagnose learners needs, set realistic and challenging targets for improvement and plan future teaching.
33. Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
34. Review the impact of feedback provided to learners and guide learners on how to improve their attainment.
35. Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

36. Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
37. Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the schools' behaviour policy.
38. Use a range of behaviour management techniques and strategies, adapting them as necessary to promote self-control and independence of learners.
39. Promote learners' self-control, independence and co-operation through developing their social, emotional and behavioural skills.
40. Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
41. Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

To be reviewed annually as part of the Performance Management programme.

Signed

Date

Job Profile

Subject Leader Focus

To be attached to Class Teacher job profile. 1st year of teaching - no subject lead role. 2nd year of teaching + shadowing a subject lead, 3rd year of teaching lead a subject independently.

Job Title: Subject Leader

Scale: Main Scale Teacher

School: Elm Park Primary School

Job Purpose

A Subject Leader should support, motivate and advise staff and TLR/SLT post holders and work alongside them in the development of their classroom practice and expertise in their given subject area, to ensure high standards of learning and teaching throughout the school.

Responsibilities

1. Advise on establishing clear expectations and encourage constructive working relationships among staff encouraging team working and mutual support.
2. Assist in the professional development of colleagues through leading by example and good classroom practice.
3. Disseminate information to the staff and provide INSET to promote staff development and improve classroom practice. Support and advise the CPD Coordinator of professional development of self and others relevant to subject focus.
4. Contribute to the development of a cohesive and effective long term plan in your subject.
5. Ensure that medium term planning meets all NC requirements.
6. Maintain an up-to-date knowledge of local and national initiatives by attending relevant courses.
7. Contribute to action planning in their subject for school improvement purposes.

Signed
Date