

## TEACHER JOB DESCRIPTION

|                  |  |
|------------------|--|
| Post:            | Teacher  |
| Pay Range:       | Main Scale   |
| Line Management: | The Head Teacher is responsible for deployment, direction, guidance, monitoring and support and will provide feedback about performance. |

### Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current [School teachers' pay and conditions document 2023](#). Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the [Teachers' standards](#) as part of the appraisal process as relevant to their role in the school.

### Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g., systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

### Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

### **Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

### **Professional development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

### **Other**

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

**Note**

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

**Signature of post holder:**

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**Date:**

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**Signature of headteacher:**

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**Date:**

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## KS1 Teacher Personal Specification

| Essential criteria for shortlisting   | How Identified |        |           | <i>Desirable:</i>  |
|---|----------------|--------|-----------|--|
|   | Form           | Letter | Interview |  |
| <b>Qualifications /experience.</b>  |                |        |           | <ul style="list-style-type: none"> <li>• Commitment to promoting the school in the community where needed within the role.</li> <li>• Evidence of establishing a good rapport with parents.</li> <li>• Willingness to take on an active role in the school community events where needed within the role.</li> <li>• Willingness to take some responsibility for an area of the curriculum where needed within the role.</li> <li>• Thrive trained or similar.</li> <li>• Ability to be flexible within the role when needed.</li> <li>• Able to adapt when changes are required.</li> <li>• Willingness to support and promote the school's ethos.</li> </ul> |
| Qualified teacher status.   | ✓              |        |           |  |
| Evidence of recent and relevant experience of teaching in KS1   | ✓              | ✓      | ✓         |  |
| <b>Professional knowledge and skills</b>  |                |        |           |  |
| Knowledge and understanding of the KS1 Primary Curriculum.  |                | ✓      | ✓         |  |
| Understanding of the importance of safeguarding and the welfare of children and young people in the school.   | ✓              | ✓      | ✓         |  |
| Responsible and accountable for achieving the highest possible standards in work and conduct.   |                | ✓      | ✓         |  |
| Treat pupils and adults with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. |                | ✓      | ✓         |  |
| Evidence of good/outstanding teaching practice.   |                | ✓      | ✓         |  |
| Ability to plan and deliver a clearly differentiated curriculum that is all inclusive i.e., special needs, gifted and talented etc  |                | ✓      | ✓         |  |
| <b>Classroom management</b>   |                |        |           |  |
| Evidence of effectively managing a class of children within a safe environment.   |                | ✓      | ✓         |  |
| Expectation of high standards of behaviour for learning and excellent behaviour management of all pupils.   |                | ✓      | ✓         |  |
| Ability to manage support staff effectively to promote learning of all pupils.  |                | ✓      | ✓         |  |
| Evidence of the ability to plan and provide appropriate stimulating activities and resources to enable all pupils to learn effectively.   |                | ✓      | ✓         |  |

|  |  |   |   |  |
|--|--|---|---|--|
| Ability to create a stimulating, safe and organised classroom if doing long term supply cover. |  | ✓ | ✓ |  |
| <b>Personal qualities</b>  |  |   |   |  |
| Ability to communicate effectively with pupils, staff and parents.                             |  |   | ✓ |  |
| Outstanding interpersonal skills.  |  |   | ✓ |  |
| A good sense of humour.  |  |   | ✓ |  |
| Professional appearance.   |  |   | ✓ |  |
| Ambition to develop own professional skills where needed as part of the role.                  |  | ✓ | ✓ |  |
| Adaptable  |  |   |   |  |
| Punctuality.   |  |   | ✓ |  |