



## Job Description: Qualified Teacher

### Accountable to:

The appointment of a qualified teacher is subject to the current conditions of employment for teachers contained in:

- the School Teachers' Pay and Conditions Document (STCPD)
- the School Standards and Framework Act 1998
- the required standards for qualified teacher status
- other current legislation

This job description may be amended at any time following discussion between the Executive Head Teacher and the member of staff, and will be reviewed annually.

This job description includes references to:

- the school pay criteria
- the professional standards for teachers (Core teachers: C1-41).

### General description of the post

All post-holders are to ensure the school's vision, ethos and Christian values are embedded in the day-to-day and long-term running of the School.

Each post-holder must share and deliver the sponsors' Christian principles and values of honesty, respect, compassion, love, forgiveness, self-discipline, creativity and hope.

The holder of this post is expected to carry out the professional duties of a pre-threshold teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head of School or the Executive Head Teacher

All post-holders are expected to meet all the professional standards for teachers. However, in the second and third years of teaching it is expected that the focus will be on the following standards.

Duties and responsibilities together with competencies and skills required of the post-holder are set out within each of the five outcome areas.

### Relationships

The post holder is accountable to their line manager in all matters.

### Outcomes

#### 1. Achievement and Standards

#### Duties and responsibilities:

- Setting clear and challenging targets that build on prior attainment for each pupil.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.



- Marking and monitoring pupils' work and set targets for progress; assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.

## **2. The quality of provision**

### **Duties and responsibilities:**

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Setting tasks which challenge pupils and ensure high levels of interest.
- Setting appropriate and demanding expectations.
- Setting clear targets, building on prior attainment.
- Identifying SEN or very able pupils.
- Providing clear structures for lessons maintaining pace, motivation and challenge.
- Making effective use of assessment and ensure coverage of programmes of study.
- Ensuring effective teaching and best use of available time.
- Monitoring and intervening to ensure sound learning and discipline.
- Using a variety of teaching methods to:
  - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
  - use effective questioning, listen carefully to pupils, give attention to errors and misconceptions;
  - select appropriate learning resources and develop study skills through library, IT and other sources.
- Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Assessing how well learning objectives have been achieved and using them to improve specific aspects of teaching.

## **3. Leadership and management**

### **Duties and responsibilities:**

- Managing parents and other adults in the classroom.
- Supporting team commitment with colleagues through collaborative planning;
- Taking responsibility for drafting performance management objectives and ensuring agreed evidence is available for review against agreed criteria.

## **4. Personal development and well-being**

### **Duties and responsibilities:**

- Giving every child the opportunity to reach their potential.



- Helping colleagues to create a stimulating learning environment for teaching and learning.

#### **5. Views of learners, parents/carers and other stakeholders**

##### **Duties and responsibilities:**

- Liaising effectively with parents and governors. Collecting, analysing and reporting on pupils views of their subject area.
- Reporting termly to parents to discuss and review progress liaise effectively with parents and governors.



# Main Scale Teacher Person Specification

## Qualifications and professional development:

- Qualified Teacher Status.
- A sound academic background in relevant subjects

## Safeguarding:

- Satisfactory Enhanced CRB Disclosure

## Knowledge and understanding of:

- Recent developments in the teaching and learning of your subjects
- Strategies for raising achievement.
- A range of teaching and learning styles.
- The use of assessment data.
- Equal opportunities.
- The use of ICT across the curriculum and for administrative purposes.
- The National Curriculum, as it applies to all pupils.

## Communication skills

- Communicate effectively, orally and in writing with other staff, students, parents, governors, external agencies and the wider community.

## Self-management

Ability to:

- prioritise and manage your own time effectively
- achieve challenging professional goals
- take responsibility for your own professional development

## Attributes and attitudes

- Personal impact and presence
- Adaptability to changing circumstances and new ideas
- Evident enjoyment in working with young people
- Energy, vigour and perseverance
- Highest possible expectations of self and others
- Self-confidence
- Enthusiasm
- Intellectual ability
- Vision, imagination and creativity
- Reliability, loyalty and integrity
- Commitment and determination to succeed
- Ability to manage and overcome setbacks
- Ambition and the potential for further promotion
- An excellent record of attendance and punctuality