

UPS / Main Pay Scale Teacher – Ashlands C of E Primary School

The Role: Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as up-to-date and are self-critical; and forge positive professional relationships; and work with parents, colleagues and other agencies in the best interests of their pupils. They ensure the safety of all pupils in the school environment.

Upper Pay Scale teachers, are required to be highly competent in all elements of the Teacher Standards and to ensure that your achievements and contribution to the school are substantial and sustained.

Teaching:

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how these impact on teaching.
- Encourage pupils 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 pupils' 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 pupils 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).
- Ensure any activity is effectively and appropriately risk assessed.

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

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, 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.

Every teacher is a teacher of every pupil

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 pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils 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 Christian values and Relationship and 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 pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, 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 and Trust.
- Always act in-line with GDPR policy
- 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 pupils' achievements and well-being.
- Contribute to the school website and ensure any policies or sections linked to class or subject responsibilities are kept up-to date

Personal and professional conduct

- Treat pupils with dignity, build relationships rooted in mutual respect, and always observe proper boundaries appropriate to a teachers' professional position
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Show tolerance of and show 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 pupils' vulnerability or might lead them to break the law
- Have proper and professional regard for the ethos, policies and practices of the school and maintain high standards of personal attendance and punctuality
- Have an understanding of, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities

Subject leadership:

As a small school, all staff members carry out some form of subject leadership as appropriate to their pay scale and experience.

- Develop plans for the subject which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the school development/improvement plan.
- Produce and maintain curriculum plans which detail clearly sequenced learning and progression of skills and knowledge in the subject area.
- At least termly, monitor the impact of the subject area curriculum on children's learning and outcomes. Provide clear feedback to staff and governors on strengths and areas for development and monitor the implementation of these.
- Provide strategic direction and development of the subject (with the support of, and under the direction of, the Headteacher and Senior Leadership Team).
- Have an enthusiasm which motivates and supports other staff and champions the subject/area.
- Produce a subject leader's report for governors at the end of the year, or as requested, and be prepared to answer questions about this report.
- Take on any additional responsibilities which might from time to time be reasonably determined.
- Support the school's extra-curricular activities.

As a school, we are fully committed to the principles of safeguarding children and safer recruitment.

As a school, we fully respect confidentiality whenever possible. This includes information about adults and children whether obtained directly, indirectly or by reference. Where a child may be at risk, information may be divulged to the Designated Safeguarding Lead (Headteacher) or Deputy Designated Safeguarding Leads who will then take further action as deemed necessary.

Additional Information

The Quantock Education Trust is committed to CPD for all staff.

All Trust schools are non-smoking premises and Ashlands CofE Primary School also operates a **nut free** policy across the whole site. We are committed to the encouragement and development of healthy school principles.

Safeguarding:

The Teacher's responsibility for promoting and safeguarding the welfare of children and young persons, for whom s/he is responsible or with whom s/he comes into contact, will be to adhere to and ensure compliance with the School's Child Protection Policy Statement at all times. In addition, the teacher will:

- Know and follow the school's safeguarding and child protection procedures
- Attend regular safeguarding training in-line with the school's training programme.
- Make and participate in concerns relevant to them, following actions and adding additional information using the school's reporting programme.
- Comply with health and safety requirements and specifically will take reasonable care of him/herself and other persons who may be affected by his/her acts or omissions at work including undertaking risk assessments where appropriate.

Safeguarding is everyone's responsibility

This job description does not define in detail all duties and responsibilities of the post, which will be reviewed during the agreed process of Performance Management and may be subject to modification or amendment after consultation and agreement.

Signed Post Holder: Signed Headteacher: Date:.....