

JOB DESCRIPTION

SCHOOL: Harbinger Primary School

LEVEL: Main Scale (Inner London)

POST TITLE: Class teacher

NAME OF TEACHER:

GENERIC TEACHER ROLE (generic)

- To carry out the duties of a school teacher as set out in the current School teachers' Pay and Conditions document and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher (as contract);
- To demonstrate good inclusive practice with particular reference to children with special educational needs, more able children and children with English as an additional language;
- To be committed to and actively promote equal opportunities;
- To uphold the school's principles and policies which underpin good practice and the raising of achievement.

DIMENSIONS

- Students Performance of class pupils/ behaviour of pupils.
- Staff Organisation of class staffing team.

ACCOUNTABILITIES

- To teach to the National Curriculum/Foundation Stage curriculum and within the policies agreed by the school, focussing on targets set in the School Development Plan (SDP);
- Planning, assessment and reporting on pupils under direct care;
- To work within a curriculum team and phase team;
- To be an effective team member.

PERFORMANCE MEASURES

- Performance management assessment will be based on the responsibilities listed above and judgements will be made against these as part of the schools performance management cycle.

ORGANISATIONAL DETAILS

- The post holder will be line managed by the Phase Co-ordinator.
- NQTs will have a teacher mentor.

_____ *Signed (Post holder)*

_____ *Signed (Headteacher)*

PERFORMANCE MANAGEMENT

Moving on to UPS2 and UPS3

In addition to the responsibilities and accountabilities laid out in your Job Description, the following standards will be considered where there is an application to progress through the threshold and onto *UPS2* and *UPS3*:

Knowledge and Understanding

- demonstrate a thorough and up-to-date knowledge of the teaching of your subject and take account of wider curriculum developments which are relevant to your work

Teaching and Assessment

- demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs
- demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management
and at UPS2 level:
 - *with the majority of your lessons at least "good" in Ofsted terms.(Ref AESOPP)*
- demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback
and at UPS3 level:
 - **Make a distinctive contribution to raising pupil standards (Ref STRB)**

Pupil progress

- demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good or better (*at UPS2 level "better" Ref AESOPP*) than similar pupils nationally. (This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.)

Wider Professional Effectiveness

- to take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning
- to make an active contribution to the policies and aspirations of the school
and at UPS2 level:
- *to seek to share your expertise with colleagues (Ref AESOPP)*
and at UPS3 level:
 - **to take advantage of appropriate opportunities for professional development and**
 - **to use professional development effectively to improve pupils' learning**
 - **to contribute effectively to the work of the wider team**
 - **to play a critical role in the life of the school (Ref STRB)**

Professional Characteristics

The ability to:

- demonstrate that you are an effective professional who challenges and supports all pupils to do their best through:
 - inspiring trust and confidence,
 - building team commitment,
 - engaging and motivating pupils,
 - analytical thinking,
 - taking positive action to improve the quality of pupils' learning.
- and at UPS3 level:**
 - **providing a role model for teaching and learning (Ref STRB)**