

Princess Frederica School

JOB DESCRIPTION FOR MAIN SCALE TEACHER

MAIN RESPONSIBILITIES OF JOB

PLANNING

1. Plan your teaching to achieve progression in pupils' learning through:
 - a. identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed.
 - b. setting tasks for whole-class, individual and group work, including homework, which challenge pupils and ensure high levels of pupil interest.
 - c. setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work.
 - d. setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of the substance and purpose of what they are asked to do.
 - e. identifying pupils who
 - have special educational needs, including specific learning difficulties
 - are very able
 - are not yet fluent in English
 - are classified according to the requirements of EMAGand knowing where to get help in order to give positive and targeted support.
2. Provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for pupils.
3. Make effective use of assessment information on pupils' attainment and progress in their teaching and in planning future lessons and sequences of lessons.
4. Plan opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development.
5. Where applicable, ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study.

TEACHING AND CLASS MANAGEMENT

6. Ensure effective teaching of whole classes, and of groups and individuals within the whole-class setting, so that teaching objectives are met and best use is made of available teaching time.
7. Monitor and intervene when teaching to ensure sound learning and discipline.
8. Establish and maintain a purposeful working atmosphere.
9. Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships.
10. Establish a safe environment which supports learning and in which pupils feel secure and confident.

11. Use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged through:
 - a. stimulating intellectual curiosity, communicating enthusiasm for the subject being taught, fostering pupils' enthusiasm and maintaining pupils' motivation
 - b. matching the approaches used to the subject matter and the pupils being taught
 - c. structuring information well, including outlining content and aims, signalling transitions and summarising key points as the lesson progresses
 - d. clear presentation of content around a set of key ideas, using appropriate subject-specific vocabulary and well chosen illustrations and examples
 - e. clear instruction and demonstration and accurate, well-paced explanation
 - f. effective questioning which matches the pace and direction of the lesson and ensures that pupils take part
 - g. careful attention to pupils' errors and misconceptions and helping to remedy them
 - h. listening carefully to pupils, analysing their responses and responding constructively in order to take pupils' learning forward
 - i. selecting and making good use of textbooks, ICT and other learning resources which enable teaching objectives to be met
 - j. providing opportunities for pupils to consolidate their knowledge and maximising opportunities, both in the classroom and through setting self focused homework, to reinforce and develop what has been learned
 - k. exploiting opportunities to improve pupils' basic skills in literacy, numeracy and ICT, and the individual and collaborative study skills needed for effective learning, including information retrieval from libraries, texts and other sources
 - l. exploiting opportunities to contribute to the quality of pupils' wider educational development, including their personal, spiritual, moral, social and cultural development
 - m. setting high expectations for all pupils notwithstanding individual differences, including gender, cultural and linguistic backgrounds
 - n. providing opportunities to develop pupils' wider understanding by relating their learning to real and work-related examples.
12. Be familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of their responsibilities under the Code, implement and keep records of individual education plans (IEPs) for pupils at stage 2 of the Code and above.
13. Make effective use of LSAS and any other adult support in the classroom
14. Ensure that pupils acquire and consolidate knowledge, skills and understanding in the subject.
15. Evaluate your own teaching critically and use this to improve your effectiveness.

ADDITIONAL STANDARDS FOR EARLY YEARS TEACHERS

15. Plan activities which take account of pupils' needs and their developing physical, intellectual, emotional and social abilities and which engage their interest.
16. Provide structured learning opportunities which advance pupils':
 - a. personal and social development
 - b. communication skills
 - c. knowledge and understanding of the world
 - d. physical development
 - e. creative development.
17. Use teaching approaches and activities which develop pupils' language and provide the foundations for literacy.
18. Use teaching approaches and activities which develop pupils' mathematical understanding and provide the foundations for numeracy.
19. Encourage pupils to think and talk about their learning and to develop self-control and independence.
20. Encourage pupils to concentrate and persevere in their learning for sustained periods, to listen attentively and to talk about their experiences in small and large groups.
21. Use teaching approaches and activities which involve planned adult intervention, which offer opportunities for first-hand experience and co-operation, and which use play and talk as a vehicle for learning.
22. Manage, with support from an experienced specialist teacher if necessary, the work of parents and other adults in the classroom to enhance learning opportunities for pupils.

MONITORING, ASSESSMENT, RECORDING, REPORTING AND ACCOUNTABILITY

23. Assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching.
24. Mark and monitor pupils' assigned classwork and homework, providing constructive oral and written feedback, and setting targets for pupils' progress.
25. Assess and record each pupil's progress systematically, including through focused observation, questioning, testing and marking, and use these records to:
 - a. check that pupils have understood and completed the work set
 - b. monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in pupils' learning
 - c. inform planning
 - d. check that pupils continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject.
26. Be familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents.
27. Where applicable, understand the expected demands of pupils in relation to each relevant level description or end of key description.
28. Recognise the level at which a pupil is achieving, and assess pupils consistently against attainment targets, where applicable, if necessary with guidance from an experienced teacher.
29. Understand and know how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set clear targets for pupils' achievement.

30. Use different kinds of assessment appropriately for different purposes, including National Curriculum and other standardised tests, and baseline assessment where relevant.

MANAGEMENT AND ADMINISTRATION

31. Attend assemblies and register the attendance of pupils.
32. Participate in administrative and organisation tasks related to the responsibilities described above.
33. Provide cover for other teachers as appropriate.
34. Participate as required in tasks relating to the curriculum, organisation and pastoral functions of the school.
35. Participate in any arrangements made by the school for appraisal and professional development.

Prepared by:	Date
Acknowledged by:	Date