

Professional Standards

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.
- Take responsibility for their own professional development and engage with the Performance Management process.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.
- Establish effective working relationships and set a good example through presentation and personal and professional conduct
- Evaluate their performance and be committed to improving their practice through appropriate professional development.

Teaching and Learning

Planning

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
 - are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
 - use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
 - take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.
- Plan, set and assess coursework for examinations, homework and other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning.
- Identify and provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context

Teaching

- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
- Be flexible, creative and adept at designing and refining approaches to teaching that are effective and consistently well-matched to learning objectives
- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners achieve their potential.
- Identify SEN or very able pupils

Learning

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people. Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school

Teamwork and Communication

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them
- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback
- Communicate effectively with learners and colleagues;
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed once a year and it may be subject to modification at any time after consultation with the post holder.

SIGNED _____

PRINT NAME _____

DATED _____