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| Name | |
| Post Title | Upper Pay Scale Teacher (The term 'subject/curriculum area' is used to cover all forms of organised learning experienced across the curriculum). |
| Overall Purpose | <p>To meet the requirements of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A teacher as set out in the School Teachers Pay and Conditions Document (available for reference from the head teacher) <input type="checkbox"/> The Professional Standards for Teachers (available for reference from the head teacher) <p>To assist in co-ordinating a subject/curriculum area</p> <p>UPS 1-3 teachers play a critical role in the life of the school via:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Being a role model for teaching and learning <input type="checkbox"/> Making a distinctive contribution to the raising of pupil standards <input type="checkbox"/> Contributing effectively to the work of the wider school team <input type="checkbox"/> Taking advantage of CPD opportunities and using the outcomes effectively to improve pupils' learning |
| Responsible to | Assistant Headteacher |
| General Professional Duties | <ul style="list-style-type: none"> <input type="checkbox"/> To plan and deliver engaging and motivating lessons and an appropriate, broad, balanced, relevant, differentiated and challenging curriculum to all pupils appropriate to their needs <input type="checkbox"/> Designing and refining approaches to teaching that are effective and consistently well matched to learning objectives, integrating recent developments, including those relating to pedagogy. <input type="checkbox"/> To assess, record and report on all aspects of pupils' progress and development <input type="checkbox"/> Contribute to raising standards of pupil attainment <input type="checkbox"/> To provide or contribute to oral and written assessments relating to individual pupils or groups of pupils, internally, with parents and outside agencies <input type="checkbox"/> To ensure high standards of behaviour so effective learning can take place, and good relationships can be formed within the school community <input type="checkbox"/> To contribute to whole school planning activities <input type="checkbox"/> To give advice on the development and well-being of children <input type="checkbox"/> Applying teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally. |

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| General Professional Responsibilities | <ul style="list-style-type: none"> <input type="checkbox"/> To play a full part in the life of the school community and support its ethos, values and aims <input type="checkbox"/> To contribute significantly to implementing workplace policies and practice and promoting collective responsibility for their implementation. <input type="checkbox"/> To have high expectations and lead by example <input type="checkbox"/> To contribute to the evaluation and monitoring of the school curriculum and to assist in the process of development and change to ensure the continuing relevance of policies and procedures to the needs of the pupils <input type="checkbox"/> To work as a member of a team, promote collaboration and to contribute positively to effective working relations within the school <input type="checkbox"/> To have and share with colleagues extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential. <input type="checkbox"/> To comply with the schools Health and Safety policy and undertake risk assessments as appropriate. <input type="checkbox"/> To engage actively in Performance Management and Professional Development to ensure professional skills are developed and kept up to date <input type="checkbox"/> To contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback. <input type="checkbox"/> To share and support the school's responsibility to provide and monitor opportunities for academic and personal growth |
| Main Duties – Particular subject/curriculum area | <p>Examples</p> <ul style="list-style-type: none"> <input type="checkbox"/> To share the clear vision and purpose for the subject/curriculum area/key stage <input type="checkbox"/> To develop subject knowledge and expertise keeping up to date with national developments, teaching practice and methodology to support staff and pupils in achieving high standards <input type="checkbox"/> To support colleagues in ensuring effective curriculum coverage, continuity, progression and challenge <input type="checkbox"/> To assist in annually monitoring and evaluating subject delivery through (e.g. work scrutiny, planning audits, resource audits and data analysis) and produce reports and development plans as required <input type="checkbox"/> To assist in ensuring that appropriate resources are available to enable colleagues to teach the subject effectively within the constraints imposed by the subject budget allocation <input type="checkbox"/> To assist in ensuring that resources are well organised, well maintained and accessible to colleagues <input type="checkbox"/> To offer guidance and support to colleagues in developing the subject and to the leadership team in leading, managing and developing the subject/curriculum area |

Agreed:

Date:.....

Signed Post Holder

Signed Line Manager/Head teacher

The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. Whilst the main duties and responsibilities of the post are set out above, the job description is not an exhaustive list of tasks and each individual task to be undertaken has not been identified. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on teachers' terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you.