Seghill First School Job Description

Post	Nursery class teacher
Pay scale	Main pay range
Responsible to	The headteacher

To meet the requirements of:

- A teacher as set out in the School Teachers Pay and Conditions Document including in the co-ordination and leading of one or more curriculum areas within school but not to be accountable for them;
- The Professional Standards for Teachers as detailed below.

Principle Responsibilities

- To play a full part in the life of the school community and support its ethos, values and aims.
- To contribute significantly to implementing workplace policies and practice and promoting collective responsibility for their implementation.
- To have high expectations and lead by example.
- 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.
- To work as a member of a team, promote collaboration and to contribute positively to effective working relations within the school.
- 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.
- To comply with the schools Health and Safety policy and undertake risk assessments as appropriate.
- To engage actively in appraisal processes and Continuing Professional Development to ensure professional skills are developed and kept up to date.
- To contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- To share and support the school's responsibility to provide and monitor opportunities for academic and personal growth.

Main Duties

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 teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

TEACHING

A teacher must:

1. 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.

2. 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 this impacts on teaching.
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. 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.

4. 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).

5. 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.

6. 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.

7. 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 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.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school.
- 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.

In addition, Upper Pay Range teachers are expected to:

- Make significant contributions to workplace policies and practice and to promote their implementation.
- Give advice on the development and wellbeing of children and young people, if required. Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Make a significant contribution to school improvement, planning and evaluation.

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- treating pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position.
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- showing tolerance of and respect for the rights of others.
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the council.

The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of Council records and information.

The post holder must carry out their duties with full regard to the Council's Equal Opportunities Policy, Code of Conduct, Child Protection Policy and all other Council Policies. The post holder must comply with the Council's Health and safety rules and regulations and with Health and Safety legislation.

The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. 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. Whilst the main duties and responsibilities of the post are set out above, each individual task to be undertaken has not been identified.

Teachers will be expected to comply with any reasonable request from their line manager to undertake work related to teaching and learning that is not specified within this job description and which is commensurate with the level of the post.