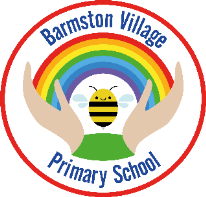
**Agreed Job Description for M1-M3 Teacher**

Job Title /Post Holder

Purpose of Job

To meet the requirements of a teacher as set out in the School Teacher’s Pay and Conditions Document (2013) and Professional Standards for Teachers (Sept 2012)

Principle Responsibilities and 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.

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 Teaching Standards defining the minimum level of practice expected of all teachers with guidance from Career Stage Expectations for Teachers at Point M1-M3 on Main Pay Scale defined within Schools Pay Policy (Sept. 2013)

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| **Standard 1 : Set high expectations which inspire, motivate and challenge pupils** | **M1-M3** |
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| 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect | \* Establish a safe and stimulating environment for pupils, rooted in mutual respect with access to coaching and mentoring from senior staff if required |
| 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions | \*With guidance set effective goals that stretch and challenge all pupils within their class |
| 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | \*Consistently follow schools behaviour policy and display positive attitudes in the support of school’s values and ethos. |
| **Standard 2 : Promote good progress and outcomes by pupils** | **M1-M3** |
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| 2.1 Be accountable for pupils’ attainment, progress and outcomes | \* Develop a growing understanding of their accountability for pupil’s attainment , progress and outcomes within own class with guidance and support when required |
| 2.2 Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these | \*With coaching and mentoring from senior colleagues, be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these so majority of children make expected progress |
| 2.3 Guide pupils to reflect on the progress they have made and their emerging needs | \*Establish strategies to guide pupils to reflect on the progress they have made and their emerging needs. |
| 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching | \*Have a growing understanding of how pupils learn and how this impacts on teaching. |
| 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study. | \* Children are encouraged to take a responsible and conscientious attitude to their own work and teacher is beginning to be more aware of children who need support or being reminded to do this. |
| **Standard 3: Demonstrate good subject and curriculum knowledge** | **M1-M3** |
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| 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings | \*Are familiar with the breadth of curriculum within year group they teach and are proactive in securing increasing subject knowledge in core and foundation subject through CPD and working with colleagues |
| 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship | \*Attend INSET and training. Value own learning and CPD by applying developing understanding effectively within own classroom practice |
| 3.3 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 | \* Demonstrate increasing understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English within their own classroom |
| 3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. | \*Attend relevant training. Demonstrate growing understanding of how to teach these areas effectively |
| **Standard 4: Plan and teach well structured lessons** | **M1-M3** |
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| 4.1 Impart knowledge and develop understanding through effective use of lesson time | \*Prepare and teach well-structured lessons, employing an increasing range of teaching strategies |
| 4.2 Promote a love of learning and children’s intellectual curiosity | \*Promote positive attitude to learning, observe ethos of school in class through valuing the importance of children developing independent learning skills |
| 4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired | \*With support establish and maintain home learning programme |
| 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching | \* Reflect systematically on the effectiveness of lessons and approaches to teaching through self-evaluation, opportunities from coaching and mentoring work. Act on feedback. |
| 4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). | \*Share ideas during INSET |
| **Standard 5: Adapt teaching to respond to the strengths and needs of all pupils** | **M1-M3** |
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| 5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively | \*Differentiation seen in planning and teaching, support given for developing a wide range of strategies to address children’s needs |
| 5.2 Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these | \* Actively seek CPD to address barriers to learning (school and home). \* Identify barriers to learning in own class. \*Develop an effective range of teaching strategies and intervention activities to support all children overcome their barriers to learning. |
| 5.3 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 |
| 5.4 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. |
| **Standard 6: Make accurate and productive use of assessment** | **M1-M3** |
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| 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements | \*Follow consistently school assessment policy including statutory assessment requirements |
| 6.2 Make use of formative and summative assessment to secure pupils’ progress | \*Demonstrate increasing confidence in using AfL strategies and APP/ EYFS assessments to inform planning and target setting. Identify individual pupils progress and needs within class, share at Pupil Progress Meetings.(PPM) |
| 6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons |
| 6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. | \*Become increasingly systematic in checking learners understanding throughout lessons, follow consistently school marking policy and set informed targets leading to children developing a good understanding on how well they are performing. |
| **Standard 7: Manage behaviour effectively to ensure a good and safe learning environment** | **M1-M3** |
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| 7.1 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 | \*Establishes strong behaviour rules, has high expectations for behaviour, follows behaviour policy and other relevant policies consistently in class and around school . Asks quickly for support with vulnerable children as and when required. |
| 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly |
| 7.3 Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them |
| 7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
| **Standard 8: Fulfil wider professional responsibilities** | **M1-M3** |
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| 8.1 Make a positive contribution to the wider life and ethos of the school | \*Offer an active role in school events and life. Clear understanding of school ethos and consistently supportive of school values |
| 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support | \*Relationships established and maintained effectively. Work collaboratively with colleagues on a regular basis. |
| 8.3 Deploy support staff effectively | \* Plan for support staff effectively to have a positive impact on learning |
| 8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues | \*Evaluate own practice, respond positively to support and advice from colleagues, attend relevant CPD identified for their needs. |
| 8.5 Communicate effectively with parents with regard to pupils’ achievements and well-being. | \*Recognise the importance of communicating with parents/carers. Communicate effectively both verbally and in writing. Attend parents evenings. |

Specific Subject/Pastoral Management Responsibilities in School



The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the council and 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 Councils Equal Opportunities Policies, Code of conduct, Safeguarding Policies and all other Council Policies including Health and Safety Rules, Regulation and Legislation.

Name of Author Mrs S Bainbridge March 2019