

The Minster Junior School

Job description – Key Stage 2 Teacher

Job Purpose

To provide an effective education to pupils within the framework provided by the Headteacher, the Governing Body, DFE, Local Authority and the Southwark Diocesan Board of Education, paying full regard to all statutory requirements.

Main Duties

To fulfil the Conditions of Employment for Teachers as defined in the current School Teachers' Pay and Conditions Document.

Teachers' Standards

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;
plan teaching to build on pupils' capabilities and prior knowledge;
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 subjects and curriculum areas, foster and maintain pupils' interest in all subjects, and address misunderstandings;
demonstrate a critical understanding of developments in the curriculum;
demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English;
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 extra-curricular 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.

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 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 in classrooms and around the school, in accordance with the school's behaviour policy;
have high expectations of behaviour, using praise, sanctions and rewards consistently and fairly;
manage classes effectively in order to involve and motivate pupils;
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;
have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance.

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.