



JOB DESCRIPTION TEACHER

RESPONSIBLE TO:

MAIN CONTACTS:

MAIN RESPONSIBILITIES

TEACHING

- Planning and preparing courses and lessons.
- Teaching, according to their educational needs, the pupils assigned to you, including the
- Setting and marking of work carried out by the pupils in School and elsewhere.
- Assessing, recording and reporting on the development, progress and attainment of pupils in accordance with School policy.
- Setting, with the pupil and where possible the parent, short term targets for learning which take into account prior attainment.

OTHER ACTIVITIES

- Promoting the general progress and well-being of individual pupils in your teaching or tutor group.
- Providing guidance and advice to pupils on educational and social matters and offering
- Information about sources of more expert advice on specific questions.
- Making records of, and reports on, the personal and social needs of pupils when appropriate.
- Communication and consulting with the parents of pupils when appropriate - usually in cooperation with the Head of Year.
- Participating, if needed, in meetings arranged for any of the above.

ASSESSMENT AND REPORTS

- Providing or contributing to oral and written assessments, reports and references relating to individual pupils or groups of pupils.

APPRAISAL

- Participating in any arrangements within an agreed framework for Appraisal and Performance Management

REVIEW: FURTHER TRAINING AND DEVELOPMENT

- Reviewing regularly your methods of teaching and programmes of work.
- Participating in arrangements for INSET and your professional development as a teacher.



DISCIPLINE, HEALTH AND SAFETY

- Maintaining good order and discipline among the pupils in your charge and safeguarding their health and safety both when they are authorised to be on School premises and when they are engaged in authorised School activities elsewhere.

MEETINGS

- Participating in meetings at the School which relate to the curriculum for the School or the administration of the organisation of the School, including pastoral arrangements.

COVER

- Supervising, whenever called upon to do so, and so far as is practicable and reasonable, teaching any pupils whose teacher is not available to teach them.

PUBLIC EXAMINATIONS

- Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purpose of such examinations; recording and reporting such assessments; and participating in arrangements for pupils' presentation for, and supervision during, such examinations.

MANAGEMENT

- Making a contribution as needed to the induction of new teachers.
- Taking part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the School.

ADMINISTRATION

- Attending assemblies, registering the attendance of pupils and supervising pupils during break when required.

OTHER DUTIES

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time in accordance within the general scope of the post, including, for example, break duties and supervision of children.

PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

COMMUNICATING AND ENGAGING

Communicates in a professional, clear, concise and appropriate way, actively listening to others and responding with respect.

- Provides clear verbal communication (e.g. sharing ideas and contributing in meetings)
- Actively listens; pays close attention, asks clarifying questions and rephrases responses to ensure understanding
- Produces accurate and professional written communications
- Encourages two-way communication and allows others time to speak
- Demonstrates effective interpersonal skills

DELIVERING RESULTS

Achieves timely results through efficient use of resources and commitment to quality standards.

- Completes work to a high quality standard
- Applies policies and procedures fairly and consistently
- Contributes to the achievement of targets within area of responsibility
- Applies relevant job knowledge, skills and expertise to do the job well
- Contributes to identifying and implementing improvements
- Open to new ideas and different ways of working

MAKING EVIDENCE-BASED DECISIONS

Thinks, analyses and considers the broader context to develop practical solutions.

- Understands information and uses it appropriately, following agreed standards
- Inputs data accurately
- Reads and uses data from a variety of sources and extracts necessary information, working in line with data protection principles
- Acts consistently in dealing with challenges: analyses the issue and uses knowledge to identify solutions
- Makes decisions in a timely manner when options and consequences are clear
- Uses facts, knowledge and experience to support recommendations

MANAGING SELF AND LEADING OTHERS

Takes personal responsibility to manage work and performance and to lead, inspire and motivate others.

- Acts as a role model by taking personal responsibility for own performance and development
- Seeks and acts on feedback to improve individual performance
- Self-directed; decides on a course of action to achieve objectives without supervision or step-by-step instructions
- Undertakes continuous personal and professional development
- Seeks learning opportunities. Reflects and learns from experience, maintaining motivation when tasks become difficult
- Manages workload to ensure a work/life balance, ensuring health and wellbeing is a priority

COMPETENCY FRAMEWORK FOR TEACHERS

PLANNING

Plans work, projects and programmes to ensure results are delivered on time and to quality standards.

- Takes ownership of the Trust ethos and key intentions
- Organises self to meet deadlines and priorities
- Simplifies processes to achieve better outcomes (takes logical steps, breaks down tasks etc.)
- Manages workload to achieve results
- Responds flexibly to changing circumstances

SEEING THE BIGGER PICTURE

Understands how individual work connects to that of others across the Trust and externally.

- Sees how individual work contributes to the Trust's intentions
- Shares information, ideas and good practice
- Understands and values equality, diversity and inclusion
- Understands how systems are organised to optimise results
- Knows where to go to resolve queries

WORKING COLLABORATIVELY

Collaborates with others and values their contribution.

- Works as a supportive and cooperative team member
- Steps in willingly to help others when workloads are high
- Shares information and learning with colleagues
- Contributes as an active member in Trust network opportunities
- Works flexibly to support the changing needs of schools