

Generic Teacher Role Description – Boston Spa School January 2009

| | | |
|------------------------|-------------------|--------------|
| ROLE: | TEACHER of | NAME: |
| RESPONSIBLE TO: | HEAD of | |

This role description supplements the basic duties outlined in the latest School Teachers' Pay and Conditions Document in accordance with the school's policies and under the direction of the headteacher and team leaders. It summarises key accountabilities, is based upon the nationally agreed Threshold Standards and should be read alongside agreed school policies which will exemplify any specific responsibilities.

It is important to recognise that any role description outlines only the minimum expectations of the post-holder and should not constrain any colleague wishing to take on additional responsibilities and activities that could positively effect their own, their team's, or the school's development and improvement. Equally the Headteacher may make additional, reasonable, requests of colleagues.

1. KNOWLEDGE & UNDERSTANDING

Maintain a thorough and up-to-date knowledge of the teaching of your subject(s), and take account of wider curriculum developments, which are relevant to your work by ...

- Maintaining a thorough and up-to-date knowledge of your subject(s) and the broader curriculum , including the relevant aspects of the National Curriculum, related National Strategies, and the Personal, Social, Health & Citizenship Curriculum.
- Taking account of further curriculum guidance in planning and teaching, e.g. QCA schemes of work.
- Demonstrating a recognition of the contribution that ICT can make to teaching and maintaining the appropriate knowledge and skills to use ICT in your teaching.
- Developing cross-curricular skills among your students particularly as related to the school's Personal, Social, Health and Citizenship Curriculum.
- Demonstrating an understanding of the connections between different curriculum subjects and the broader curriculum.

2. TEACHING

a. Consistently and effectively plan lessons and sequences of lessons, to meet students' individual learning needs by ...

- Planning work in accordance with agreed schemes of work and National Curriculum programmes of study; and liaising with relevant colleagues (including support staff) on the planning of units of work for collaborative delivery.
- Identifying, recording and communicating learning objectives for lessons and sequences of lessons to students and maintaining records of progress through learning objectives.
- Taking account of the needs of individual students, groups or classes in your planning.
- Demonstrating progression in students' acquisition of knowledge, skills and understanding in your planning of sequences of lessons.
- Making effective use of homework and other opportunities for learning outside of the classroom.
- Setting appropriate work for students absent from school for health or other reasons.

b. Consistently and effectively use a range of appropriate strategies for teaching and classroom management by ...

- Applying effective lesson structures, classroom organisation, teaching strategies and methods appropriate to motivate different students and groups of students and learning styles.
- Using an appropriate range of strategies to ensure that there is appropriate pace and challenge in lessons for all students.
- Efficiently and creatively managing the full range of resources available, including adults other than teachers.
- Providing positive and targeted support for any students with particular learning needs.
- Setting clear, and challenging, expectations (that adhere to school policy) for maintaining appropriate learning behaviour.
- Maintaining high levels of behaviour and discipline, and dealing promptly and effectively with misbehaviour and bullying.

c. Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback by ...

- Regularly evaluating the progress of students in relation to their prior attainment using agreed tools for assessment and maintain clear records of progress in an agreed format.
- Using data on prior attainment from both internal school, and National Curriculum, assessments to plan lessons and sequences of lessons.

This role description will be reviewed annually during the Summer Term.

Generic Teacher Role Description – Boston Spa School January 2009

- Using local and national comparative school data, together with information about prior attainment, to set targets for improvement.
- Reporting to colleagues on the progress of an individual, group or class, as required.
- Monitoring the progress of students through the continuous assessment of attainment against the learning outcomes set and recording attainment and achievement in an agreed format.
- Provide constructive, formative and summative feedback to students in the form of regularly and effectively marked work that is returned within a reasonable time-scale.
- Report to parents on the progress achieved by their child and the action required for further improvement in line with agreed reporting policies and including attendance at parent consultation meetings for the students taught.
- Liaise and work effectively with colleagues, other professionals and agencies involved in the assessment and provision for students' needs taking particular care to keep appropriate records relating to Individual Education and Behaviour (Pastoral Support) Plans.

3. STUDENT PROGRESS

- a. **Show that, as a result of your teaching, your students achieve well in relation to their prior attainment, making progress as good as, or better than, similar students nationally by ...**
- Cooperating with whole school procedures that seek to demonstrate that all students make appropriate and consistent progress against their prior attainment and that progress is as good as, or better than, local or national student performance in similar settings; irrespective of social or ethnic background, behaviour or ability.
 - Developing students' literacy, numeracy and ICT skills through your teaching.

4. PROFESSIONAL DEVELOPMENT

- a. **Take responsibility for your own professional development and use the outcomes to improve your teaching and students' learning by ...**
- Participating in, and engaging with, school-based and other professional development activities.
 - Demonstrating improvement in your teaching and students' learning as a result of professional development.
 - Sharing the outcomes of professional development with colleagues.
 - Using the opportunity to change roles or responsibilities to develop further professional expertise.
 - Reflecting on your own practice and on feedback from colleagues, and taking appropriate action that will have a positive impact on your teaching and students learning.
- b. **Make an active contribution to the policies and aspirations of the school by ...**
- Implementing school policies and procedures consistently.
 - Making, and recording, an identifiable contribution to the development of school policy and practice.
 - Ensuring that your work contributes to the schools' ability to demonstrate its values and achieve its vision both while teaching, carrying out a duty or otherwise supervising students.
 - Contributing to team and school improvement planning.
 - Demonstrating that your work contributes to the progress made by the school in achieving its priorities for development.
 - Accepting the importance of the tutorial role, or equivalent work, within the Year Team.

5. PROFESSIONAL STANDARDS & CHARACTERISTICS

- a. **Demonstrate that you are an effective professional who challenges and supports all students to do their best by ...**
- Providing challenge and support to all students.
 - Inspiring trust and confidence in students by giving and expecting respect.
 - Building positive relationships and team commitment amongst students and with colleagues.
 - Engaging and motivating students to do their best.
 - Demonstrating analytical thinking in your work.
 - Demonstrating positive action to improve the quality of students' learning.

Teacher

Team Leader

NAME (please print): _____

SIGNATURE: _____

Date: _____

This role description will be reviewed annually during the Summer Term.