

The Federation of Heathfield and St Francis Schools



Oldbury Way, Fareham, Hampshire PO14 3BN

Executive Headteacher
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Heathfield School - Job description

Using the Teachers Standards (Sept 2012) , any Heathfield School additions are in italics. The job description is subject to the general conditions of service for a class teacher as set out in the School Teachers Pay and Conditions Document.

PART ONE: TEACHING

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.

A teacher must:

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.

(links to P8 on post-threshold standards)

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

(links to P8 on post-threshold standards)

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
- *To establish, extend and model communication strategies relevant to the pupils needs.*
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
- *To be responsible for an agreed area(s) of the curriculum*

(links to P5 on post-threshold standards)

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 *or liaise with parents/carers to ensure continuity of IEP and other targets* and plan other out-of-class activities to consolidate and extend the knowledge and understanding
- 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)
- *To produce long, medium and short term planning*

(links to P7 on post-threshold standards)

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; those of high ability (*high achievers for our school population*); those with English as an additional language; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- *Provide challenging and effective Individual Learning Plans for pupil*

(links to P6 on post-threshold standards)

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 (*as appropriate*).

(links to P3 and P4 on post-threshold standards)

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 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
- *Work with Behaviour Manager Coordinator to ensure any behaviour plans are consistently followed.*

(links to P2 on post-threshold standards)

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, (*including students and volunteers*), and take responsibility for developing their skills
- 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.
- *Develop effective professional relationships with health service, social care colleagues, and other external agencies to ensure the best outcomes for children*
- *Take a lead on and effectively manage any health or therapy needs of pupils.*

(links to P1, P9 and P10 on post-threshold standards)

PART 2

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
 - *Following the Heathfield School Staff Code of Conduct.*
- 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.