

*Our vision: Creative learning, personal achievement and happiness.
Enabling everyone to flourish and to live life in all its fullness.*

Mrs L Batey – Headteacher



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TEACHER JOB DESCRIPTION

Salary

Appropriate rate on main scale.

Line of Responsibility

The Teacher is responsible to the Headteacher

Job Content

Job purpose

- To promote high quality teaching, effective use of resources and the highest standards of learning and achievement for all pupils in accordance with the National Professional Standards and the school aims and ethos as detailed in the School's Vision Statement and the School Teachers' Pay and Conditions Document.

Professional duties: (Refer to the current STPCD)

- To fulfil the Conditions of Employment for School Teachers as laid down in the Pay and Conditions Act 1991 and subsequent amendments.

Main responsibilities

- Adhere to all school policies appertaining to:
- Classroom management, including issues of health and safety.
- Target setting.
- Marking, assessing, recording and reporting.
- Pastoral care.
- Carry out supervisory duties in accordance with published schedules and procedures and maintain professional credibility at all times.
- Be proactive in personal professional development.

Key tasks

Teaching:

Our Teachers must:

1 Set high expectations which inspire, motivate and challenge pupils

*"A good school...the evidence gathered suggests that the inspection grade might be **outstanding** if a graded inspection were carried out now...Pupils flourish at this welcoming and ambitious school...pupils are particularly impressive, knowledgeable... Pupils follow a very well thought-out curriculum which helps them to achieve highly...behaviour is exemplary... Pupils' enjoyment of learning is a key factor in their high attendance at school...The school's ambition for all pupils to thrive helps pupils to achieve exceptionally well... a highly effective curriculum. The school is meticulous in its approach to meet the needs of pupils in its mixed-age classes...Staff are experts...This helps pupils to master knowledge and skills which they seamlessly apply." Ofsted 2024*

Christian values ensure positive relationships across the wider community and effective collaborative partnerships are built on mutual trust. SIAMs Dec 2022

Staff "strive to ensure that pupils are happy, while making education fun and enjoyable." Parent View

"I love coming to school with my friends and enjoy learning and the experiences we have." Pupil View



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March 2024 www.shankhill.cumbria.sch.uk

- 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
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 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 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
- 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 out-of-class 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 within the relevant subject area(s).

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 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.

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 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, sanctions 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.

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.
- In addition to the above, carry out a subject leader role across the school as directed by the Headteacher.

Conditions of Employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).

The postholder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

The postholder is required to uphold the school's policy in respect of child protection matters. S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers Pay and Conditions Document.

In particular attention is drawn to the new requirements for Planning Preparation and Assessment Time – 'With effect from September 1st 2005, all teachers at a school with timetabled teaching commitmentshave a contractual entitlement to guaranteed PPA time within the timetabled teaching day'. 'The amount of guaranteed PPA time should be set as a minimum of at least 10% of a teacher's timetabled teaching time.'

The postholder may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the postholder.

All staff members participate in the school's performance management scheme.

Review Arrangements:

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the council will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time.