Core purpose of the post: To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies (with particular reference to the Teaching and Learning Policy) under the direction of the head teacher and, through this, ensure that children make progress at least in line with their expected progress.

Remuneration: Mainscale (post threshold if appropriate)
Accountable to: Head teacher
Performance manager: Colleague from within the SLT (either the Headteacher, Deputy Headteacher or Year Leader)

Professional responsibilities and duties:
These responsibilities and duties reflect the requirements of the National Standards for Teachers. They are informed by and in addition to those covered by the latest School Teachers’ Pay and Conditions Document. It may be modified by the head teacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. This job description should be read in close consultation with the school’s Teaching and Learning Policy.

Safeguarding Children
- Be familiar with and strictly follow the school’s child protection procedures and policies.

Planning, Teaching and Class Management
Teach allocated pupils so that all learners make progress at least in line with what can be expected of them, especially in the areas of reading, writing, mathematics, science and IT by:
- adhering to the requirements of the school’s Teaching and Learning Policy which outlines in detail the key features of effective teaching and learning at Upton Junior School.
- following the school’s policies and procedures for lesson planning (as identified in the T&L policy) and maintaining organised, accessible plans.

Monitoring, Assessment, Recording, Reporting
- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep appropriate records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the learners are achieving;
- undertake assessment of students as requested by school procedures;
- prepare and present informative reports to parents in line with the school’s policy.
Liaison and Collaborative Working

Work collaboratively with other colleagues for example:

- **Year team** through weekly team meetings and shared PPA time to achieve consistency in medium-term planning;
- **Support staff** through close liaison regarding intended teaching sequences and progress of learners;
- **Parents** through attendance at parents’ evenings, providing a comprehensive annual summative report and responding promptly to enquiries as they arise;
- **Performance Manager Reviewer** to engage with professional dialogue about teaching and learning and the progress of allocated and targeted learners;
- **All teachers** through attendance at staff meetings;
- **Year Leader** regarding the progress of all pupils, especially in the core subjects, and the provision of additional support as required;
- **Assistant Inclusion Leader** regarding the progress of and provision for children with SEN or more able learners;
- **Supply teachers and other covering colleagues** so that teacher absence has minimal disruption to children’s progress;
- **Other outside agencies** which are pertinent to the children in your care for example social care, educational psychologist, SENSS teacher and so on.

Organisational and Other Responsibilities

- marking of class registers, ensuring absences and lateness are accounted for and taking appropriate action where they are not;
- dealing with other requests for information about children in the class as required for example on transfer to a different school or in preparation for a review of a statemented child;
- assisting as required to keep up to date the pupil records for each pupil in the class;
- contributing to references, reports to parents, outside agencies and the like, in consultation with colleagues;
- escorting the class to, and taking part in, assemblies subject to the right of teachers to decline to participate in the act of collective worship on the grounds of their religious convictions;
- playground supervision as required by the school’s policy;
- reviewing, writing and supporting SEN plans and liaising with parents.

Special Area of development/improvement

All teachers (M2+) will have a ‘focus area’ for development or improvement which they will lead in line with professional standards C40 (managing the work of others and developing effective practice) and C41 (supporting learning); post threshold colleagues will be required to maintain exemplary practice and all times and be actively involved in the coaching and mentoring of colleagues (P10). For their focus area, teachers should:

- Maintain the highest level of teaching and learning and, through this, act as a role model for other colleagues in school;
- Identify key areas of improvement and produce a clear plan for improvement identifying appropriate actions and relevant success criteria and having due regard for the priorities of the school as a whole;
- Manage a budget account, requesting funding in line with emerging priorities and ensuring that delegated funding is appropriately used;
• Lead meeting time with teachers to support the development of the focus area and to improve and develop expertise;
• Monitoring provision and standards within your focus area (in line with the school’s calendar and policies) through key activities such as pupil interviews, lesson observations and associated dialogue, scrutiny of work, scrutiny of teachers’ planning and so on;
• Use the outcomes of monitoring activities to inform future developments within the focus area;
• Keep abreast of new initiatives and developments within your focus area, ensuring that all staff in school are informed as appropriate.