

# Elizabeth College Junior School



## Job Description - Teacher

The teacher is a valuable member of the school team and has an essential part to play in supporting not only the education of the children in their care, but also the children's personal, social, emotional and spiritual development. He/she is expected to contribute to the daily life of the school community and to give support to the various activities and functions that take place. He/she is responsible to the Headteacher and works under the direction of the Deputy Headteachers and with the colleagues with whom he/she will be working.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An Enhanced DBS disclosure is a requirement for all class teachers. The possession of a criminal record will not necessarily debar a candidate from appointment, as the nature and relevance of the conviction/s will be taken into account.

All staff employed by Elizabeth College Junior School should understand that they hold a position of trust and, as such, all discussions and information given to them must be treated as confidential at all times.

All teachers are expected to:

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Liaise with staff, coordinators, the Senior Leadership Team, parents and external agencies to provide maximum support and ensure continuity of provision within the class and School.
- Pay careful attention to the pastoral needs of the children in the School, seeking advice from the Senior Leadership Team as appropriate.
- Develop good relationships with the pupils and their parents through care and attention to each individual child's needs.
- Consider the views of both pupils and parents and respond appropriately, seeking advice and support from members of the Senior Leadership Team as necessary.
- Promote equal opportunities for all pupils.

- All staff are expected to take on additional responsibilities. Members of staff are asked to lead curriculum and pastoral areas within School. Most of these roles do not carry a responsibility allowance. Non-contact time is given to all staff to use for preparation with their teaching partner, to monitor and update their planning.
- It is important that staff check that any changes made to documents are followed through all paperwork including Schemes of Work, long and medium term plans to ensure good practice across the School. Coordinators should work closely with Phase Leaders and the Deputy Head (Academic).
- Full-time teaching staff are asked to run one after school extra-curricular after-school activity at Acorn House for Year 2 pupils and two at Beechwood. Staff are expected to contribute to the sporting and extra-curricular life of the school: taking a full and active role with the School's Activity Week, which will require some staff to attend residential centres.
- Staff should expect to attend parent evenings, Open Days, Prize Giving, Curriculum evenings, new parents evenings, special Church services and concerts throughout the year.
- Staff will be tasked to carry out supervision duties by the Deputy Headteacher of the relevant department.

## **Teaching and Learning**

All teachers are expected to:

- Develop a safe and secure learning environment and teaching practice that secures effective learning across the breadth of the curriculum, both inside and outside the classroom.
- Provide a professional model, clearly demonstrating excellent teaching, classroom organisation and display and high standards of achievement, behaviour and discipline.
- Support the identification of and provision for pupils with SEND and/or those who may be more able, and promote the children's learning in a way that allows for flexibility and individual response;
- Provide for children to learn through first hand experiences and play, taking account of the children's own expertise and interest;
- Regularly monitor progress of pupils within teaching groups, reflecting this in the teaching plans, with year group partners if applicable.

- Evaluate the effectiveness of Teaching and Learning and use this information to inform future planning and Pupil Progress meetings.
- Ensure the setting of realistic and challenging expectations for pupils in their teaching groups.
- Contribute to meetings, discussions and management systems necessary for the good running of the School as a whole.
- Teachers may be required to teach both specialist and general subjects to not only their own class but, if necessary, to other groups within the school.
- Ensure that both long and medium term planning is completed and updated as necessary, using the School's preferred planning structure.
- Ensure that all records of pupils' progress, pastoral concerns, meetings with parents etc are kept up-to-date and entered in the relevant child's records on iSAMS.
- Attendance at INSET training both within and outside the school to enhance personal professional development.

#### **Relationships with staff:**

- All staff should aim to achieve good, constructive and supportive working relationships with each other.
- Teachers should help, direct, organise, value and manage the work of the support staff within the classroom.
- Ensure that the School Secretary is aware in good time of any resources that need to be ordered and of any off-site arrangements or after school activity changes that are to be made.
- Provide regular updates to the staff body in Phase Meetings to ensure that all staff are aware of pastoral or welfare issues that are affecting pupils within School.

## **Personal, Social and Health Education; LDD and Gifted and Talented**

The teacher will need to:

- Gain a working knowledge of the School's PSHE policy and relate to children in such a manner that will enhance their self-esteem.
- Gain an understanding of the School's Child Protection and Safeguarding policy and the importance of safeguarding our pupils, undertaking training on a regular basis and complete on-line training 3 yearly.
- Gain a knowledge of the School's Inclusion Policy and work within that policy under the guidance of the Deputy Head (Academic).
- Staff are asked to undertake First Aid training on a rolling basis. Paediatric First Aid courses are available for those staff who teach within Acorn House.

### **Key Criteria:**

- Experience of working with primary age children as appropriate to the post, including in a voluntary capacity;
- The ability to work as a member of a team and under the direction of the Deputy Headteachers and also to use initiative within the guidelines set by the Headteacher;
- The ability to listen with understanding and to communicate effectively with both children and adults;
- An understanding of the need for confidentiality and the ability to maintain that confidentiality.

### **Health and Safety**

There is a requirement to comply with the School's Health and Safety Policies and to have a working knowledge of the Staff Handbook.

This list is not exhaustive and the teacher should be aware that the Headteacher may ask that further duties within the school are carried out.