

Stockport Council
Job Description

Job Title: **Teacher**

School: Moorfield Primary School

Salary Grade: Teachers' Pay Range

Post Reports to: **Headteacher**

Main Purpose of the Job:

To make the education of your pupils your first concern.

To be accountable for achieving the highest possible standards in work and conduct.

To have strong subject knowledge and to keep your knowledge and skills as a teacher up-to-date.

To plan and teach lessons to the classes to which you are assigned within the context of the school's plans, curriculum and schemes of work.

To assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.

To participate in arrangements for preparing pupils for (external) assessments and examinations.

To contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

To work with others on curriculum and/or pupil development to secure co-ordinated outcomes.

Job activities: Summary of Responsibilities and Key Areas:

1.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 behaviours which are expected of pupils all the time acting personally and professionally with honesty and integrity;
- forge positive professional relationships with parents / guardians in the best interests of your 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

• demonstrate a secure knowledge of relevant subject(s) and curriculum areas;

• demonstrate a critical understanding of developments in subjects 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 your 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) fostering and maintaining pupils' interest in subjects and addressing misunderstandings;

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 and those with disabilities. 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; use 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 / guardians with regard to pupils' achievements and well-being.

9. 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; promoting 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.

• 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.

Additional Duties:

Stockport Council is committed to safeguarding and promoting the welfare of children and young people and expects all staff within this area to share this commitment and to have understanding of the common core skills and knowledge:

To work positively and inclusively with colleagues and customers so that the Council provides a workplace and delivers services that do not discriminate against people on the grounds of their age, sexuality, religion or belief, race, gender or disabilities.

To fulfill personal requirements, where appropriate, with regard to Council policies and procedures as they relate to health, safety and welfare, customer care, emergency, evacuation, security and the promotion of the Council's priorities.

To work flexibly in the interests of the service. This may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities. Where this occurs there will be consultation with the employee and any necessary personal development will be taken into account.



Stockport Council
Competency Person Specification

Post Title: Teacher

The criteria listed below represent the most important skills, experience, technical expertise and qualifications needed for this job role.

Your application will be assessed against these criteria to determine whether or not you are shortlisted for interview. Any interview questions or additional assessments (tests, presentations etc.) will be broadly based on the criteria below.

Competency	**SCORE**					**Essential or Desirable**
	0	**1**	**2**	**3**	**4**	
Knowledge						
Knowledge and understanding of the Early Years Curriculum and National Curriculum						**Essential**
Knowledge of current issues in Education						**Essential**
Knowledge and practical understanding of ICT and of common tools which can be used to benefit and advance pupils' learning						**Essential**
Knowledge of and a commitment to equal opportunities and to the use of a variety of strategies and practices to promote and address diverse cultural and equality issues in the classroom						**Essential**
Knowledge and understanding of all 3 key stages in the primary phase						**Desirable**
Knowledge and understanding of other relevant initiatives including the school's own policies						**Essential**
Experience						
Experience of teaching the age range and/or subject(s) applied for						**Essential**
Experience of and ability to create a stimulating and safe learning environment						**Essential**
Experience of planning, preparing and delivering a curriculum relevant to the age and ability group/subject that you teach						**Essential**
Experience of assessing and recording the progress of pupils' learning to inform next steps and to monitor progress						**Essential**
Experience of involvement with parents / guardians and the wider community						**Essential**
Experience of participating in and developing extra- curricular activities						**Essential**
Experience of subject leadership						**Desirable**
Skills						
A clear rationale for behaviour management and a proven track record of the effective implementation of a range of behaviour management strategies.						**Essential**

Ability to channel high expectations of pupils to ensure that they can reach their full potential						**Essential**
Ability to teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles.						**Essential**
Ability to use ICT to advance pupils' learning and to use common ICT tools for their own and pupils' benefit.						**Essential**
Ability to encourage children to develop self-esteem and respect for others.						**Essential**
A skilled communicator with experience and understanding of the communication skills required to teach children and young people and the wider school community (verbal, written, using ICT as appropriate).						**Essential**
Education and Qualifications						
Qualified Teacher Status						**Essential**
Degree						**Essential**
Evidence of continuing professional development						**Essential**
Work related Attributes						
Be a team player who is warm and sensitive to children						**Essential**
Demonstrable personal and professional integrity, including modelling the schools' values and vision						**Essential**
Capacity for sustained hard work and vigour						**Essential**
Ability to think on your feet and solve problems						**Essential**
Willingness to lead or support the school in extra curriculum activities.						**Desirable**
Understands and actively supports Stockport Council's diversity and equality policy.						**Essential**
To meet Stockport Council's standard of attendance.						**Essential**
A willingness to be flexible in a changing environment						**Essential**

Scoring key
0 – Not met essential criteria
1 – Partially meets essential criteria
2 – Meets criteria
3 – Exceeds criteria
4 - Exceptional