

# Stenbury Federation

## Post-Threshold Teacher UPS1 - Job Description

(with reference to Teachers' Standards July 2011)

### Part 1 - General description of the post

The holder of this post is expected to carry out the professional duties of a post-threshold teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. The post-holder is required to fully support the vision, ethos and policies of the school. The post-holder is accountable to their line manager in all matters.

#### Values and behaviour

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/carers in the best interests of their pupils.

#### 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 to the need to safeguard pupils' well-being, in accordance with statutory provisions and the school's Safeguarding, Single Equalities and Health and Safety policies
  - 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.
- Teachers must have a proper and professional regard for the ethos, policies and practice of the school (including the School Development Plan) and maintain high standards in their own attendance and punctuality (including responding to set deadlines).
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; this includes their own performance management.

#### 1. Duties

- 1.1 Making a distinctive contribution to raising standards across the school.
- 1.2 Supporting and helping colleagues to improve effectiveness.
- 1.3 Setting clear and challenging targets that build on prior attainment for each pupil.
- 1.4 Establishing clear targets for achievement and evaluating progress through the use of appropriate assessments and records and regular termly analysis of this data.
- 1.5 Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.
- 1.6 Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- 1.7 Devising and implementing targeted interventions that enable pupils to reach and exceed their targets.
- 1.8 Acting as a role model for staff for high quality teaching and learning.
- 1.9 Using own class and practice as an example of outstanding teaching and learning.
- 1.10 Ensuring continuity and progression by supporting colleagues in choosing the appropriate sequence of

teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the School Development Plan.

- 1.11 Developing plans that identify clear targets, time scales and success criteria for its development and/or maintenance in line with the School Development Plan.
- 1.12 Helping colleagues to create a stimulating learning environment for teaching and learning.
- 1.13 Ensuring that teachers are aware of the implications of equality of opportunity.
- 1.14 Providing regular coaching and mentoring for less experienced teachers.
- 1.15 Promoting team commitment with colleagues through collaborative planning.
- 1.16 Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- 1.17 Ensuring that the Headteacher, SLT and governors are well informed about policies, plans, priorities and targets that these are properly incorporated into the School Development Plan.
- 1.18 Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.
- 1.19 Securing and maintaining good working relationships with colleagues.
- 1.20 Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- 1.21 Collecting, analysing and reporting on pupils' views.
- 1.22 Developing effective links with parents/carers and the local community.

## Part 2: Assessment of Performance

This section relates directly to the relevant post-threshold teacher standards and sets out the expectations by which a teacher's performance will be assessed through the appraisal process.

### 1. Pupil achievement and standards

#### Standards

- Contributes significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation (P1).
- Has an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications (P3).
- Has an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs (P4).

#### Performance expectations

- Demonstrates that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally. This should be shown in school-based assessment for pupils, individual targets and work samples
- Demonstrates consistent and effective use of information about prior attainment to gain set and communicate well-grounded and challenging expectations for pupils.
- Uses full range of assessment information to set challenging targets for learning.
- Meticulous planning and organisation ensure that pupils are well prepared for all forms of assessment
- Outcomes achieved by pupils are outstanding (relative to prior attainment)

### 2. The quality of provision

#### Standards

- Has a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy, including how learning progresses within them (P5).
- Has sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of children and young people (P6).
- Is flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/ curriculum knowledge (P7).
- Has teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally (P8).

### **Performance expectations**

- Demonstrates knowledge and understanding and takes account of wider curriculum developments relevant to their work.
- Prepares creative lessons with concise objectives to ensure consistently successful learning by all pupils.
- Has a deep and extensive knowledge of their specialism, going far beyond the set programmes they teach.
- Has an intrinsic curiosity about their specialism, keeps up with developments, and their teaching reflects their own passion and expertise.
- Teaching is motivating, often inspiring, and basic principles are expertly taught.
- Homework and independent study activities are wisely chosen to extend the range and depth of pupils' knowledge, understanding and acquisition of skills.
- Can provide evidence of impact of professional development and continuous learning upon effective practice.

### **3. Behaviour and safety of pupils**

#### **Standards**

- Has an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential (P2).

#### **Performance expectations**

- Maintains respect and discipline; is consistent and fair.
- Demonstrates consistent and effective use of the range of appropriate strategies for teaching and classroom management.
- Has the respect of both pupils and parents/carers.
- Their class is one in which pupils feel welcome and valued.
- In classrooms, where appropriate, visual stimuli arising from pupils' own work offer powerful models to which other pupils can aspire. Achievement is evident in the classroom surroundings.

### **4. Leadership and management**

#### **Standards**

- Promotes collaboration and works effectively as a team member (P9).
- Contributes to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback (P10).

#### **Performance Expectations**

- Demonstrates responsibility for their professional development and use the outcomes to improve teaching and pupils' learning throughout the school.
- Mentors NQTs and Recently Qualified Teachers to develop their teaching skills.
- Coaches NQTs and Recently Qualified Teachers to operate collaboratively and perform effectively in the team.
- Is highly regarded by colleagues, who want to learn from them.
- Willingly plays a role in the development of school policies and in the professional life of the school.