

JOB DESCRIPTION FOR TEACHERS

**SHEFFIELD CITY COUNCIL, CHILDREN AND YOUNG
PEOPLE'S DIRECTORATE**

DOBCROFT JUNIOR SCHOOL

This Authority and school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

POST TITLE

Classroom Teacher

SALARY SCALE

Main Pay Scale /UPS

PURPOSE OF THE JOB

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and ensure delivery of high quality teaching and learning for which the teacher is accountable in the subject of French.

RESPONSIBLE TO

The Headteacher

EMPLOYMENT DUTIES

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

SHEFFIELD CITY COUNCIL CHILDREN AND YOUNG PEOPLE'S DIRECTORATE

MAIN SCALE TEACHER

JOB DESCRIPTION

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The post holder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

1. Planning, Development and Co-ordination

- ◇ To set challenging teaching and learning objectives which are relevant to all pupils' in their classes
- ◇ To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess pupils learning
- ◇ To select and prepare resources, and plan for their safe and effective organisation, taking into account pupils' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- ◇ To contribute to teaching teams, meetings and events.
- ◇ To plan for the deployment of any support staff who are contributing to pupils' learning.
- ◇ To plan opportunities for pupils to learn in out of school contexts.
- ◇ To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
- ◇ To implement and review the subject development plan in conjunction with the Senior Management Team and Link Governor.
- ◇ To develop and audit schemes of work and other documentation related to the subject area / aspect coordinated within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- ◇ To develop strategies for the subject area / aspect coordinated to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning.
- ◇ To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- ◇ To manage the resources available for the subject area / aspect coordinated and make recommendations in order to maintain and develop curriculum provision.

2. Monitoring and assessment

- ◇ To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- ◇ To use monitoring and assessment information to improve planning and teaching.
- ◇ To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils' as they learn.
- ◇ To involve pupils' in reflecting on, evaluating and improving their own performance and progress.
- ◇ To assess pupils' progress accurately against appropriate standards.
- ◇ To identify and support pupils' with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- ◇ To identify the levels of attainment for pupils' learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- ◇ To record pupils' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- ◇ To report on pupils' attainment to parents, carers, other professionals and pupils' as appropriate.

3. Teaching and Class Management

- ◇ To have high expectations of pupils' and build successful relationships centred on teaching and learning.
- ◇ To establish a purposeful learning environment where diversity is valued and where pupils' feel safe, secure and confident.
- ◇ To teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils' in their age range.
- ◇ To teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- ◇ To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- ◇ To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- ◇ To organise and manage teaching and learning time effectively.
- ◇ To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
- ◇ To set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage pupils' behaviour constructively and promote self-control and independence.
- ◇ To use ICT effectively in delivery of teaching and learning.
- ◇ To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- ◇ To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils' to learn independently.
- ◇ To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.
- ◇ To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- ◇ To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- ◇ To attend and participate in regular meetings.
- ◇ To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

4. Subject / Aspect Co-ordinator Role

- ◇ To keep abreast of developments in this subject / aspect (for example by reading relevant flyers, catalogues, articles, publications and documents and by attending CYPD Subject Co-ordinator briefings and other relevant courses and by linking with the Infant School subject co-ordinator and, if relevant, local secondary schools) and to disseminate these developments to colleagues.
- ◇ To identify aspects of the curriculum area / aspect that need developing within the school and aid that development by contributing to staff meetings, staff training events and whole school development. (An annual action plan for the subject / aspect is produced and reviewed jointly with the relevant link governor).

- ◇ To advise colleagues where to go for information and advice about training and support materials in this curriculum area / aspect.
- ◇ To advise and co-operate with the headteacher and other relevant staff on the preparation and development of: -
 - Programmes of study for pupils
 - Teaching materials which address differentiation
 - Teaching programmes
 - Methods and styles of teaching
 - Assessment (including formative and summative assessment)
 - Pastoral arrangements
 - A school policy for this curriculum area / aspect
- ◇ To recommend the purchase of appropriate resources, within a set budget. (This budget is allocated following a request to the Governing Body jointly from the Coordinator and Link Governor)
- ◇ To co-ordinate and manage the work of other staff including: -
 - Assisting with an audit of staff skills and training needs in this curriculum area / aspect
 - Helping to prepare a draft staff development plan for the curriculum area / aspect
 - Consulting with staff on the content of the development plan
 - Advising staff of appropriate in-service training within the curriculum area / aspect
- ◇ To undertake agreed professional development activity in relation to this role.
- ◇ To assist the headteacher and other relevant staff in developing systematic procedures for the monitoring and reviewing of the planning, outcomes and delivery of this curriculum area / aspect (for example by scrutiny of children's work, teachers' planning and agreed lesson observation)

Please note that this subject / aspect co-ordinator role is an advisory role and is not accountable for making any policy decisions. The post holder is not accountable for the whole school or key stage outcomes for that subject / aspect area.

5. UPPER Payscale responsibilities

Substantial & Sustained at Dobcroft Junior School.

A key element of substantial and sustained is that it shows the teacher's willingness to use their own time to benefit the school beyond their classroom without any expectation of payback.

At Dobcroft Junior School substantial & sustained requires evidencing each of the following throughout the year: support for curriculum excellence, support for coaching & leadership, support for enrichment and engagement

6. Other duties

- ◇ The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Management Team.

7. Review of Job Description

- ◇ This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Senior Management Team as required.