

The Globe Primary School

Job Description 2014 Post-threshold Teacher UPS 1-3

This job description is subject to review under the new appraisal regulations that come into force from September 2012.

The appointment of a Post-Threshold Teacher is subject to the current conditions of employment for post-threshold teachers contained in:

- the School Teachers' Pay and Conditions Document (STCPD);
- the School Standards and Framework Act 1998;
- the required Standards for Qualified Teacher status;
- other current legislation.

This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually.

This job description includes references to:

- Ofsted's self-evaluation form (in the headings);
- examples of priorities from the School Development Plan;
- the school pay criteria;
- Professional Standards for Teachers (post-threshold teachers: P1-10).

Duties and responsibilities together with competencies and skills required of the post-holder are set out within each of the five outcome areas.

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 should be able to sustain the professional standards for care and those for post-threshold teachers which are described below.

Relationships

The post-holder is accountable to their line manager in all matters.

Within the performance management (PM) process, all staff in the school are accountable to the Headteacher through their respective teams and leaders.

Within the learning management process, all staff in the phase are accountable to the Deputy Headteacher for the profiles and performance of all pupils they tutor or teach.

Within continuing professional development (CPD) all staff in the phase are accountable to the Deputy Headteacher for the impact their development has on pedagogy.

Outcomes

1. Achievement and Standards

Contribute to the School Improvement Plan priorities at:

- Raising our pupils' achievement and attainment in English and Maths.
- Embedding secure assessment practice.

Duties and responsibilities:

- Making a distinctive contribution to raising standards across the school (UPS).
- Supporting and helping colleagues to improve effectiveness (UPS).
- Setting clear and challenging targets that build on prior attainment for each pupil (UPS).
- Establishing clear targets to achievement and evaluate progress through the use of appropriate assessments and records and regular half termly analysis of this data.
- Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Devising and implementing targeted interventions that enable students to reach and exceed their targets.

Knowledge, skills and competencies required:

- 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).

2. The quality of provision

Contribute to the School Improvement Plan priorities of:

- Raising our pupils' achievement and attainment in reading and writing.
- Embedding secure assessment practice.

Duties and responsibilities:

- Act as a role model for staff for high quality teaching and learning (UPS).

- Use own class and practice as an example of outstanding teaching and learning.
- Ensure continuity and progression by supporting colleagues in choosing the appropriate sequences of teaching and teaching methods and setting clear learning objectives through an agreed curriculum developed in line with the school development plan.
- Develop plans which identify clear targets, time-scales and success criteria for curriculum development and/or maintenance in line with the school development plan.
- Help colleagues to create a stimulating learning environment for teaching and learning.
- Ensure that teachers are aware of the implications of equality of opportunity.

Knowledge, skills and competencies required:

- 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).
- 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 well-being 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).

3. Leadership and Management

Contribute to the School Improvement Plan priorities of:

- Raising our pupils' achievement and attainment in English and Maths.
- Embedding secure assessment practice.

Duties and responsibilities:

- Providing regular coaching and mentoring for less experienced teachers in the phase and wider staff (UPS).
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- 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.

- Taking responsibility for drafting performance management objectives and ensuring agreed evidence is available for review against agreed criteria.
- Securing and maintaining good working relationships with colleagues.
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to co-ordinate the management of the school.
- Collecting, analysing and reporting on pupils' views of their subject area.
- Developing effective links with the local community including parents, business and industry.

Knowledge, skills and competencies required:

- 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).

REVIEWER		POST-THRESHOLD TEACHER	
	DATE		DATE