**JOB DESCRIPTION**

**SCHOOL: WELHOLME ACADEMY**

**JOB DESIGNATION:**  TEACHER

**RESPONSIBLE TO:** PRINCIPAL AND SENIOR LEADERSHIP TEAM

**SALARY RANGE:**  MPS 1-6

**JOB PURPOSE:**

* To carry out professional duties and to have responsibility for an assigned class.
* To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities.
* To promote the aims and objectives of the academy.

*The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the School Teachers’ Pay and Conditions document and within the range of teachers’ duties set out in that document.*

|  |
| --- |
| **MAIN DUTIES AND RESPONSIBILITIES** |
| * To support the Principal and Senior Leadership Team in promoting the ethos of the school at all times.
* To create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children’s learning.
* To plan and prepare engaging and well-structured lessons in order to deliver the National Curriculum ensuring breadth and balance in all subjects.
* To identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations.
* Use formative and summative assessment to inform planning and or intervention for individual, small group and whole class in order to maximise learning and progress for all.
* To maintain a regular system of monitoring, assessment, record-keeping and reporting of children’s progress in line with school policy.
* To prepare appropriate records for the transfer or transition of pupils.
* To maintain good order and discipline among the pupils, safeguarding their health and safety.
* Keep up-to-date with recent research and developments in education in order to maintain high quality pedagogical approaches, including knowledge and understanding of the effective inclusion of all children, and of the factors which support high achievement in school for all pupils, regardless of background.
* Maintain a strong grasp of national strategies and the National Curriculum
* To organise and manage groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities.
* To plan opportunities to develop the social, emotional and cultural aspects of pupils’ learning.
* To ensure effective use of support staff within the classroom, including students, parent helpers and volunteers.
* To participate in professional development meetings and other school events as required.
* Contribute to the development and co-ordination of a particular area of the curriculum.
* To be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements.
* Communicate effectively with all members of the school team, recognising everyone’s part in the overall education of our pupils.
* To ensure that school policies are reflected in daily practice.
* To communicate and consult with parents over all aspects of their children’s education – academic, social and emotional.
* To liaise with outside agencies when appropriate eg. Educational Psychologist.
* To continue professional development, maintaining a portfolio of training undertaken and be proactive in seeking your own development opportunities.
* To promote the welfare of children and to support the school in safeguarding children though relevant policies and procedures.
* To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
* To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the School’s Health and Safety policy and any school-specific procedures / rules that apply to this role.
* To adhere to Teacher Standards and fulfil them to an appropriate level for your career stage.
* Recognise own strengths and areas of expertise and use these to advise and support others.
 |