


## ICHS Job Description – Teacher (UPS)

Job details	<p><b>Job title:</b> Teacher</p> <p><b>Salary:</b> Upper Pay Scale Point 1 - 3</p> <p><b>Reporting to:</b> Headteacher, members of the Senior Leadership Team, Middle Leadership (academic and pastoral leads) and the Governing Body.</p> <p><b>Responsible for:</b> The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities.</p> 
Main purpose	<ul style="list-style-type: none"> <li>• Be responsible for the learning and achievement of all pupils in their classes ensuring equality of opportunity for all</li> <li>• Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position</li> <li>• Support the teaching of British values and the spiritual, moral, social and cultural development of pupils through both classroom teaching and in the role of Form Tutor.</li> <li>• Promoting and protecting the health and safety, welfare and safeguarding of pupils and staff within the school</li> <li>• Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils</li> <li>• Facilitate a learning experience which provides pupils with the opportunity to achieve their individual potential, whilst fully implementing the schools routines, techniques and processes for creating a culture of high expectations and by incorporating the ICHS aims, values and mission statement into daily practice.</li> <li>• Contribute to the life of the school and to the achievement of the school strategic plan.</li> <li>• Be responsible and accountable for achieving the highest possible standards in work and conduct</li> </ul>
Additional requirements	<p>In addition and in line with the London Borough of Redbridge Pay Policy. A teacher on the Upper Pay Scale will be able to consistently demonstrate that they are:</p> <p>(a) Highly competent in all elements of the relevant standards; and</p> <p>(b) That their achievements and contributions to the school are substantial and sustained.</p> <p>Highly competent means performance which is not only constantly good but also good enough to provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the work of the school, in order to help them meet the relevant teaching standards and develop their teaching practice.</p> <p>Substantial means (as defined by the London Borough of Redbridge Pay Policy):</p> <ul style="list-style-type: none"> <li>• Of real importance, validity or value to the school;</li> <li>• Play a critical role in the life of the school;</li> <li>• Provide a role model for teaching and learning;</li> <li>• Make a distinctive contribution to the raising of pupil standards;</li> <li>• Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning</li> </ul>

<p>Duties and responsibilities</p>	<ul style="list-style-type: none"> <li>• Under the reasonable direction of the Head teacher, carry out the professional duties of a school teacher as set out in the current <b>School Teachers' Pay and Conditions Document (STPCD)</b>, and the <b>Teacher Standards</b>.</li> <li>• To maintain and build upon the standards achieved in the award for QTS as set out in the teacher standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.</li> <li>• To contribute to the safeguarding and promotion of the wellbeing of children and young people with due regard to <b>Keeping Children Safe in Education</b> and <b>Child Protection Procedures</b>. Follow the ICHS Health and Safety, Data Protection (GDPR), Student Safeguarding and other relevant policies in line with the guidelines set.</li> </ul>
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<p>Teaching</p>	<ul style="list-style-type: none"> <li>• Deliver the curriculum as relevant to the age and ability group/subject/s that you teach</li> <li>• Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate</li> <li>• Be accountable for the attainment, progress and outcomes of pupils' you teach</li> <li>• Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn</li> <li>• Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them</li> <li>• Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)</li> <li>• Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment</li> <li>• Work with EAL/SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.</li> <li>• Make accurate and productive use of assessment to secure pupils' progress</li> <li>• Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study</li> <li>• Use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate</li> <li>• Provide a stimulating learning environment for students, including maintaining the content of displays that promote learning and interest.</li> <li>• Participate in arrangements for examinations and assessments within the remit of the <i>School Teachers' Pay and Conditions Document</i></li> </ul>
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<p>Behaviour and safety</p>	<ul style="list-style-type: none"> <li>• Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect by incorporating the schools routines, techniques and processes for creating a culture of high expectations for behaviour and progress with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to inspire, motivate and challenge pupils</li> <li>• Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary</li> <li>• Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils</li> <li>• Have high expectations of behaviour, promoting self control and independence of all learners</li> <li>• Carry out playground and other duties as directed and within the remit of the current <i>School Teachers’ Pay and Conditions Document</i></li> <li>• Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures</li> </ul>
<p>Strategic and operational planning</p>	<ul style="list-style-type: none"> <li>• Assist in the development of appropriate specifications, resources, schemes of learning, marking policies and teaching strategies in both pastoral and academic curriculum areas and assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students and the school strategic aims.</li> <li>• Contribute to the curriculum area and department’s development plan and its implementation.</li> <li>• Contribute to the design and provision of an engaging curriculum within the relevant subject and pastoral areas and assist middle leadership, to ensure that the curriculum provides a range of teaching and resourcing which complements the school’s strategic objectives.</li> <li>• Be immediately responsible for the processes of identification, assessment, recording and</li> </ul>
	<p>reporting for the pupils in their charge.</p> <ul style="list-style-type: none"> <li>• Track pupil progress against baseline data, monitor achievement against targets set, and take appropriate action on pupil outcomes.</li> <li>• Participate in and carry out any administrative and organisational tasks within the remit of the current <i>School Teachers’ Pay and Conditions Document</i></li> <li>• Keep an accurate electronic register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the school policy.</li> </ul>

<p>Team working, collaboration and professional development</p>	<ul style="list-style-type: none"> <li>• Actively participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies</li> <li>• Work collaboratively with others and identify opportunities for working with colleagues and sharing the development of effective practice with them</li> <li>• Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments</li> <li>• Help to implement school quality assurance procedures and to adhere to those.</li> <li>• Contribute to the process of monitoring and evaluation of both academic and pastoral curriculum areas in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.</li> <li>• Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well being, refining your approaches where necessary responding to advice and feedback from colleagues</li> <li>• Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal</li> <li>• Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012</li> <li>• Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document</li> </ul>
<p>Fulfil wider professional responsibilities</p>	<ul style="list-style-type: none"> <li>• Deploy support staff as effectively as appropriate</li> <li>• Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate</li> <li>• Communicate and co-operate with relevant external bodies</li> <li>• Make a positive contribution to the wider life and ethos of the school</li> <li>• To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality</li> <li>• Perform any reasonable duties as requested by the headteacher</li> </ul>

**Please note:**

All teachers will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

This is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

<p><b>Signature of post holder</b></p>		<p><b>Date:</b></p>	
<p><b>Signature of headteacher</b></p>		<p><b>Date:</b></p>	



# Teachers' Standards

## PREAMBLE

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 in the best interests of their pupils.

## PART ONE: TEACHING

A teacher must:

### 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 behaviour which are expected of 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

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject 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 the teacher's 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).

### 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; those with disabilities; and 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, using 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 with regard to pupils' achievements and well-being.

## PART TWO: 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, 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 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.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>