



# JOB PROFILE

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| <b>Post Title:</b>      | Teacher                          |
| <b>Portfolio:</b>       | Education, Skills and Employment |
| <b>Responsible to:</b>  | Headteacher                      |
| <b>Responsible for:</b> | None                             |
| <b>Grade:</b>           | T1 – T3                          |

## Job Purpose

To improve the lives of all within our community and help the island thrive by ensuring effective and efficient teaching in the primary sector.

## Main Duties and Responsibilities

1. Responsible for planning, preparing and delivering Programmes of Study in the specified subject(s) to designated class(es).
2. Responsible for planning, preparing and delivering differentiated lessons to cater for the abilities of all pupils/students.
3. Responsible for preparing, planning and teaching extra-curricular lessons.
4. Ensure effective implementation of all school policies, practices and procedures.
5. Be committed to Continuous Professional Development through attending relevant training sessions and proactive self-development.
6. Carry out other relevant and reasonable tasks/duties commensurate with this level as required by the Line Manager.
7. Participate with the relevant personnel to develop appropriate syllabi, schemes of work and materials for use with pupils/students.
8. Participate in meetings with colleagues and parents, in relation to the above duties.
9. Responsible for promoting the learning of all pupils/students through formative assessment tools, such as target setting and quality feedback.
10. Responsible for monitoring and evaluating pupils/students progress, including thorough assessments, marking of pupils/students work, record keeping and written reports and work within these requirements.
11. Effectively promote the discipline and welfare of all pupils/students.



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12. Manage pupil behaviour through the use of positive behaviour management strategies.
13. Responsible for teaching and learning resources within their class or subject area including a laptop valued at £800
14. Comply with the Teaching Standards, Directorate and School Policies in relation to health and safety.
15. Ensure service users timely responses to their telephone and email enquiries and processing all associated paperwork in a timely manner.
16. Take responsibility for own development and helps others acquire skills and experience.

## **Special Conditions**

Occasional out-of-hours working in order to support service delivery may be required as well as working with challenging students and parents.

This job profile is not an exhaustive list of duties and responsibilities. There may be other ad hoc duties that fall within the remit of the role that the job holder may need to complete. In addition, the job holder will be required to carry out any other reasonable duties as requested which are commensurate with the grading and level of responsibility for the role.

## **Core Competency Framework**

As per the attached Job Specific Competencies



## PERSON SPECIFICATION

| Criteria   | Essential / Desirable | Application Form | Selection Process |
|--|-----------------------|------------------|-------------------|
| <b>Qualifications:</b>   |                       |                  |                   |
| Qualified Teacher Status (Local or UK)   | E                     | √                |                   |
| Degree in relevant subject area  | D                     | √                |                   |
| Post Graduate Certificate in Education   | D                     | √                |                   |
| <b>Knowledge &amp; Experience:</b>   |                       |                  |                   |
| At least 5 years recent and relevant teaching experience   | E                     | √                |                   |
| Teaching experience in a UK School   | D                     | √                |                   |
| <b>Skills and Abilities:</b>   |                       |                  |                   |
| Intermediate Statistical Analysis  | E                     |                  | √                 |
| Intermediate analysis of information   | E                     |                  | √                 |
| Good IT skills in Word and Excel   | E                     | √                | √                 |
| Effective oral and written communication skills with an excellent command of the English Language. The ability to relate effectively with a wide range of individuals. | E                     |                  | √                 |
| Good interviewing and negotiating skills   | E                     |                  | √                 |
| Ability to design and deliver presentations  | E                     |                  | √                 |
| Good organisational and methodical skills  | E                     |                  | √                 |
| <b>Other:</b>  |                       |                  |                   |
| Willingness to work flexibly – some evening work may be required.  | E                     |                  | √                 |
| Committed to safeguarding and promoting the welfare of children, young people and vulnerable adults  | E                     |                  | √                 |
| Contribute to a positive working environment ensuring commitment to equality and diversity   | E                     |                  | √                 |



# PERSON SPECIFICATION

## Our Values

### FAIRNESS

We act as role models and have fair and consistent standards. We champion equality, inclusion and respect.

### INTEGRITY

We communicate openly and we are honest, accountable and ethical.

### TEAMWORK

We work together and we support each other.

## Professional or Career Progression Cadre Competency Framework

### 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.

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| <b>Part 1: Teaching</b>  |   |
| <b>1: Set high expectations which inspire, motivate and challenge pupils</b> |   |
| 1.1  | establish a safe and stimulating environment for pupils, rooted in mutual respect   |
| 1.2  | set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions  |
| 1.3  | demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.   |
| <b>2: Promote good progress and outcomes by pupils</b>                       |   |
| 2.1  | be accountable for pupils' attainment, progress and outcomes  |
| 2.2  | be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these   |
| 2.3  | guide pupils to reflect on the progress they have made and their emerging needs   |
| 2.4  | demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching  |
| 2.5  | encourage pupils to take a responsible and conscientious attitude to their own work and study.  |
| <b>3: Demonstrate good subject and curriculum knowledge</b>                  |   |
| 3.1  | have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings                                     |
| 3.2  | demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  |
| 3.3  | 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 |
| 3.4  | if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics  |



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| 3.5   | if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.   |
| <b>4: Plan and teach well-structured lessons</b>                                      |  |
| 4.1   | impart knowledge and develop understanding through effective use of lesson time  |
| 4.2   | promote a love of learning and children's intellectual curiosity   |
| 4.3   | set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired   |
| 4.4   | reflect systematically on the effectiveness of lessons and approaches to teaching  |
| 4.5   | contribute to the design and provision of an engaging curriculum within the relevant subject area(s).  |
| <b>5: Adapt teaching to respond to the strengths and needs of all pupils</b>          |  |
| 5.1   | know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  |
| 5.2   | have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these   |
| 5.3   | 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  |
| 5.4   | 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. |
| <b>6: Make accurate and productive use of assessment</b>                              |  |
| 6.1   | know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements   |
| 6.2   | make use of formative and summative assessment to secure pupils' progress  |
| 6.3   | use relevant data to monitor progress, set targets, and plan subsequent lessons  |
| 6.4   | give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.   |
| <b>7: Manage behaviour effectively to ensure a good and safe learning environment</b> |  |
| 7.1   | 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   |
| 7.2   | have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly  |
| 7.3   | manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them  |
| 7.4   | maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.  |
| <b>8: Fulfil wider professional responsibilities</b>                                  |  |
| 8.1   | make a positive contribution to the wider life and ethos of the school   |
| 8.2   | develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support  |
| 8.3   | deploy support staff effectively   |



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| 8.4   | take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues  |
| 8.5   | communicate effectively with parents with regard to pupils' achievements and well-being.  |
| <b>Part 2: Personal and professional conduct</b>  |   |
| 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. |   |
| 1.1   | Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"><li>• treating 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>• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions</li><li>• showing tolerance of and respect for the rights of others</li><li>• 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</li><li>• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</li></ul> |
| 1.2   | 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.   |
| 1.3   | Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.   |

<https://www.gov.uk/government/publications/teachers-standards>