



TEACHER JOB DESCRIPTION

The following are derived, in part, from the professional standards expected of all teachers as set down by the Department for Education and are the minimum standards expected at Woodhouse Grove School. This job description applies to general teacher conduct and the principles of teaching and tutoring, as well as general pastoral approaches as a member of the community that is Woodhouse Grove School.

Main Tasks

Personal and Professional Conduct

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.

Teachers are 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 at Woodhouse Grove School.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. Upholding and promoting fundamental democratic values, including the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
5. 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 Woodhouse Grove School, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frame-works which set out their professional duties and responsibilities.

Teachers are expected to:

Set high expectations which inspire, motivate and challenge pupils

1. Establish a safe and stimulating environment for pupils, rooted in mutual respect
2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
4. Promote independent learning, perseverance, self-motivation and other habits of work and personal organisation



Promote excellent progress and outcomes by pupils

1. Be accountable for pupils' attainment, progress and outcome
2. Plan teaching to build on pupils' capabilities and prior knowledge
3. Guide pupils to reflect on the progress they have made and their emerging needs
4. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
5. Encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate excellent subject and curriculum knowledge

1. Have an excellent knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
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

Plan and teach well-structured lessons

1. Impart knowledge and develop understanding through effective use of lesson time
2. Promote a love of learning and children's intellectual curiosity
3. Set high expectations in both lessons and also work set outside of class which will inspire, motivate and challenge pupils
4. Ensure lessons have the appropriate pace so that pupils work at stretch, enabling each individual pupil to maximise his or her achievement
5. Set work and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
6. Set and mark work regularly, including examinations as required
7. Reflect systematically on the effectiveness of lessons and approaches to teaching
8. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Adapt teaching to respond to the strengths and needs of all pupils

1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively, teaching according to each pupil's educational need
2. Adapt teaching to respond to the strengths and needs of all pupils, knowing when to differentiate appropriately
3. Have an appreciation of pupils' preferred learning styles and develop a flexible approach so as to meet all pupils' needs as effectively as possible
4. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
5. Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development
6. 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

Make accurate and productive use of assessment

1. Know and understand how to assess the relevant subject and curriculum areas



2. Make use of formative and summative assessment to secure pupils' progress
3. Make accurate and productive use of assessment, providing or contributing oral and written assessments, reports and references with respect to the development, progress and attainment of pupils
4. Use relevant data to monitor progress, set targets, and plan subsequent lessons
5. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
6. Communicate and consult effectively with the tutors and parents of pupils
7. Participate in arrangements for preparing pupils for examinations and supervise them, as required, during public and internal examinations and assessments

Manage behaviour effectively to ensure a positive and safe learning environment

1. Promote and safeguard the welfare of pupils
2. Register the students in the early part of every period and alert reception to any unexplained absences
3. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting courteous behaviour, good order and discipline in classrooms, around the School and when they are engaged in authorised school activities elsewhere to safeguard pupil health and safety
4. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
5. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
6. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Participate in departmental and academic development

1. Advise and co-operate with Heads of Department and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment
2. Attend departmental meetings and parents' meetings
3. Work collaboratively as a department/team member, developing ideas for effective practice with colleagues
4. Contribute to the academic life of the department beyond the classroom, through involvement in, for example, society meetings, academic trips or university preparation
5. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues, as well as being willing to accept help and mentoring as required
6. Participate in arrangements made for teacher professional review
7. Review methods of teaching and schemes of work
8. Commit to regular in-service training and mutual lesson observation as part of continuing professional development (CPD)

Contribute to the wider life of the School

1. Make a positive contribution to the wider life and ethos of the School
2. Support whole school events, as required
3. Support and encourage pupil participation in the House system and attend House events as appropriate
4. Contribute to the provision of activities to support the extracurricular programme of the School



5. Contribute to the weekend programme through extra-curricular activities, the boarders' programme and/or weekend duties
6. Accompany pupils on trips away from the School
7. Attend assembly and chapel and supervise pupils outside the classroom, whether these duties are to be performed before, during or after the School regular working day
8. Promote and support pupils involved in extra-curricular activities

Support the School's values and academic and pastoral structures

1. Have up-to-date knowledge of the relevant safeguarding legislation and guidance in relation to working with and the protection of children and young people
2. Communicate effectively with parents and appropriate staff with regard to pupils' achievements and well-being
3. Listen and respond appropriately to pupils' academic and pastoral concerns
4. Be pastorally responsible for all pupils in their care, acting as their advocate and supporting them or, as necessary, challenging their behaviour and disciplining them according to school policy
5. Challenge and encourage pupils to stretch themselves in all areas
6. Develop pupils' self-confidence, self-awareness and sense of identity
7. Develop pupils' academic and social skills
8. Promote perseverance, self-motivation and independence
9. Be aware of how adolescence affects the ways that pupils think and feel, responding appropriately
10. Support and guide pupils through academic and personal difficulties
11. Develop pupils' sense of responsibility for themselves and others
12. Promote the best habits of hard work, independent learning and personal organisation
13. Ensure high standards in pupils' behaviour and dress as a matter of routine
14. Commit to regular in-service training in pastoral matters as part of continuing professional development (CPD)

Fulfil wider professional responsibilities

1. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
2. Fulfil the role of the form tutor, administratively and pastorally
3. Deploy support staff effectively
4. Ensure confident use of the School's information management system, intranet, reporting systems and other relevant systems
5. Provide cover for absent colleagues
6. Undertake such training as may be reasonably required by the School to adapt to the changing requirements of the School or as may be necessary to fulfill the School's statutory or regulatory obligations
7. Participate in meetings at the School which relate to the curriculum or the administration or organisation of the School, including tutorial and pastoral arrangements
8. Communicate and co-operate with persons or bodies outside the School, as required
9. Undertake such other reasonable duties and tasks from time to time as the School may reasonably require