

Role	Classroom Teacher Junior School
Job Purpose	<ol style="list-style-type: none"> 1. To support the Head and SLT in the implementation of all aspects of School policy in order to maintain the aims and ethos of Northwood College GDST 2. To help Northwood College GDST to provide an excellent education for all its pupils by teaching with enthusiasm and offering support to the learning of individual students and the School's pastoral system 3. To act as a subject co-ordinator as required by the Head of Junior School
Accountable to:	The Head through the Head of Junior School
Accountabilities	<p>1. Teaching</p> <p>Have high expectations of children including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.</p> <p>Hold positive values and attitudes and adopt high standards of behaviour in their professional role.</p> <p>Demonstrate a flexible approach to cross-curricular and skills-based learning.</p> <p>Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:</p> <ol style="list-style-type: none"> a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills d) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively e) manage the learning of individuals, groups and whole classes

	<p>effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners</p> <p>f) Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.</p> <p>g) Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.</p>
	<p>2. Pastoral</p> <p>a) To share in the corporate responsibility for pupil welfare and discipline</p> <p>b) To act as Form Teacher as requested</p> <p>c) To liaise with JSLT</p> <p>d) Attend meetings as required by the Head of Junior School</p> <p>e) To participate in Assemblies, House Assemblies and meetings</p> <p>f) To participate in House events</p> <p>g) To work in partnership with parents for the welfare of the child</p>
	<p>3. Planning</p> <p>a) Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.</p> <p>b) Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.</p> <p>c) Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.</p> <p>d) Set appropriate work for classes if absent for any reason</p> <p>e) Keep accurate records of work set and marks achieved</p>

	<p>4. Learning Environment</p> <ul style="list-style-type: none"> a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school. b) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts. c) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the School's behaviour policy. d) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners. e) To be punctual in taking lessons and dismiss pupils promptly at the end f) To encourage emotional resilience g) Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
	<p>5. Assessment and Monitoring</p> <ul style="list-style-type: none"> a) Know the assessment requirements and arrangements for the subject areas they teach b) Know a range of approaches to assessment, including the importance of formative assessment. c) Know how to use local GDST and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment. d) Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

	<ul style="list-style-type: none"> e) Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies including writing all required profiles and reports as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment. f) Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development. g) Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners. h) Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
	<p>6. Subjects and Curriculum</p> <ul style="list-style-type: none"> a) Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/ curriculum areas can make to cross-curricular learning; and recent relevant developments. b) Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach. c) Keep up-to-date with IT developments which contribute to effective, cutting edge teaching and learning in your subject. d) Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.
	<p>7. Training and Development of self and others</p> <ul style="list-style-type: none"> a) Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity. b) Evaluate their performance and be committed to improving their practice through appropriate professional development.

	<ul style="list-style-type: none"> c) Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified. d) Act upon advice and feedback and be open to coaching and mentoring. e) Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary. f) Review the impact of the feedback provided to learners and guide learners on how to improve their attainment. g) Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them. h) Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
	<p>8. Working with Others</p> <ul style="list-style-type: none"> a) Communicate effectively with children, young people and colleagues. b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being. c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people. d) Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment. e) Have a commitment to collaboration and co-operative working where appropriate, including supporting student teachers in liaison with other members of the Junior and Senior Schools. f) Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them. g) Ensure that colleagues working with them are appropriately involved

	<p>in supporting learning and understand the roles they are expected to fulfil.</p>
	<p>9. Achievement and Diversity</p> <p>a) Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.</p> <p>b) Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.</p> <p>c) Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.</p> <p>d) Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.</p>
	<p>10. Administration and Management of Resources</p> <p>a) Contribute as appropriate to the development of Schemes of Work. Manage the use of departmental resources and equipment and prolong the life of departmental materials.</p> <p>b) Complete administrative tasks to ensure the smooth running of the Department as requested by the Head of Junior School.</p> <p>c) Complete all administrative tasks associated with the pastoral role of a teacher within the School.</p>
	<p>11. Health and Safety</p> <p>a) Know the current legal requirements, GDST and national policies and guidance on the safeguarding and promotion of the well-being of children and young people.</p> <p>b) Know the local arrangements concerning the safeguarding of children</p>

	<p>and young people.</p> <p>c) Know how to identify potential child abuse or neglect and follow safeguarding procedures.</p> <p>d) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.</p>
	<p>12. Extra-Curricular Activities</p> <p>a) Make a positive and active contribution to the extra-curricular programme of the School by running or participating regularly in extra-curricular activities.</p> <p>b) Support girls and colleagues by attending a range of School productions, functions and charity events and taking part in extra-curricular activities.</p>
<p>General Requirements</p>	<p>All school staff are expected to:</p> <p>Work towards and support the school vision and the current school objectives outlined in the School Development Plan.</p> <p>a. Contribute to the successful implementation of the EPQ programme in the Sixth Form as requested and be prepared to supervise the research work and project.</p> <p>b. Contribute to the school's programme of extra-curricular activities.</p> <p>c. Support and contribute to the school's responsibility for safeguarding students.</p> <p>d. Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors</p> <p>e. Work within the GDST's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.</p> <p>f. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.</p> <p>g. Engage actively in the performance review process.</p> <p>h. Adhere to policies as set out in the GDST Council Regulations, ORACLE and GDST circulars.</p> <p>i. Undertake other reasonable duties related to the job purpose required from time to time.</p> <p>j. Cover for absent colleagues and invigilate internal examinations as required.</p> <p>k. Undertake a share of staff duties.</p> <p>l. Attend key school events such as Prizegiving and Open Days</p> <p>m. Be a positive role model to staff and pupils.</p> <p>n. Adhere to the School's dress-code.</p>

Review and amendment	This job description should be seen as enabling rather than restrictive and will be subject to regular review.
Remuneration and Time Allowance	

November 2013

Skills Required

Ability to teach a range of pupil ages	Essential
Dedication to promoting your curriculum area within the Junior School	Essential
Ability to communicate effectively, both verbally and in writing, with colleagues, school-based staff, governors, GDST and external bodies	Essential
Excellent interpersonal skills, able to work with others harmoniously (including parents, pupils and colleagues)	Essential
Excellent organisational and time management skills with the ability to prioritise	Essential
Confident user of ICT to aid administration and learning.	Essential
Ability to work on own initiative and react to competing demands	Essential
Ability to work to deadlines, applying proactive time management strategies	Essential
Ability to maintain confidentiality	Essential
Ability to use a range of teaching strategies in order to meet the needs of all students	Essential
Sound behaviour management skills and discipline, both inside and outside the Classroom	Essential

Knowledge Base

Experience of working in various key stages	Desirable
Knowledge of latest developments within teaching	Desirable
Knowledge of principles of safeguarding	Essential

Attainment

Well qualified graduate, with a First or Second Class degree	Essential
Teaching qualification and recent teaching experience	Essential
Understanding and knowledge of ICT and willingness to develop ICT skills further	Essential
Proven track record of academic success	Essential

Experience

Proven experience of successfully contributing to or running extra-curricular clubs and activities	Essential
A good team worker; willing to teach across all key stages in the Junior School	Desirable
Successful experience of teaching	Desirable

Attitude/approach

Honesty and integrity	Essential
Able to demonstrate adaptability and flexibility	Essential
Approachable	Essential
High expectations of oneself, as well as of others,	Essential
Ability to remain calm in sensitive or potentially volatile situations	Essential
Ability to listen and make reasoned and informed judgements	Essential
Holds a strong vision, and has the necessary skills and attributes in order to fulfil that vision	Essential

Personal Attributes

Enthusiastic, positive and hard-working	Essential
A passion for education	Essential
Ability to inspire, motivate and support pupils	Essential
Calm, flexible, approachable attitude	Essential
Ability to solve problems, make good judgements and take decisions	Essential
Ability to work under pressure, on own initiative, accurately and with attention to detail	Essential
Commitment to the improvement and development of own performance	Essential
Drive and stamina to provide excellent opportunities for all girls in the School	Essential
Self-motivation and a willingness to accept responsibility	Essential
Willingness to play a part in the overall developments of the School	Essential
Commitment to maintaining the caring and supportive ethos of the School	Essential
Commitment to the safeguarding of children and young people	Essential