

Teacher job description

This job description outlines the requirements and specification of the ideal candidate for the role of teacher.

Teachers should make the education of their students their first concern. They are accountable for achieving the highest possible standards in the work and conduct of both themselves and their students. Teachers should act with honesty and integrity, ensuring they forge positive professional relationships and work with parents in the best interests of their students. Teachers should also possess strong subject knowledge and keep this up to date.

This job description outlines the key duties associated with the role of a teacher – schools may wish to add role-specific and school-specific criteria to this job description and person specification throughout.

This job description is a suitable base for the role of a teacher across all curriculum subjects.

Schools are required to consult with various parties, including recognised unions, when adopting and changing job descriptions. When using The National College job descriptions as a foundation for your final document, you must ensure it meets the expectations of your stakeholders.

Teacher job description

Employment details	
Job title	Classroom Teacher
Reports to	Head of Department
Hours of work	32.5
Salary	NSP Scale 1-9

General duties

- Continuously meet at least the minimum standards outlined in the DfE's 'Teachers' Standards'.
- Comply with school policies and procedures, in particular those relating to child protection and safeguarding.
- Attend staff meetings, INSET days, parents' evenings, parent consultation meetings, and any other functions or meetings required.
- Support the Subject Leader wherever possible, e.g. through attendance at departmental meetings.
- Take responsibility for completing CPD and keeping up to date with developments relating to subject matter.
- Establish effective working relationships with colleagues and set a good example for students through a high level of professionalism.
- Participate in any performance-related appraisal arrangements made by the school.

Teaching

- Set high expectations which inspire, motivate and challenge students by:
 - Establishing a safe and stimulating environment for students, rooted in mutual respect.

- Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.
 - Demonstrating consistently the positive attitudes, values and behaviour which are expected of students.
- Promote good progress and outcomes for students by:
 - Being accountable for students' attainment, progress and outcomes.
 - Being aware of students' capabilities and prior knowledge, and planning teaching to build on these.
 - Guiding students to reflect on the progress they have made and their emerging needs.
 - Demonstrating knowledge and understanding of how students learn and how this impacts teaching.
 - Encouraging students to take a responsible and conscientious attitude to their own work and study.
- Demonstrate good subject and curriculum knowledge by:
 - Having a secure knowledge of the relevant subjects and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings.
 - Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.
 - Demonstrating an understanding of and taking 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 by:
 - Imparting knowledge and developing understanding through effective use of lesson time.
 - Promoting a love of learning and students' intellectual curiosity.
 - Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
 - Reflecting systematically on the effectiveness of lessons and approaches to teaching.

- Contributing to the design and provision of an engaging curriculum within the relevant subject areas.
- Adapt teaching to respond to the strengths and needs of all students by:
 - Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
 - Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
 - Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students' education at different stages of development.
 - Having a clear understanding of the needs of all students, including students with SEND, students of high ability and students with EAL, and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment by:
 - Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - Making use of formative and summative assessment to monitor students' progress.
 - Using relevant data to monitor progress, set targets, and plan subsequent lessons.
 - Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.
- Manage behaviour effectively to ensure a good and safe learning environment by:
 - Having clear rules and routines for behaviour in classrooms and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy.
 - Having high expectations of behaviour and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.

- Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.
- Fulfil wider professional responsibilities by:
 - Making a positive contribution to the wider life and ethos of the school.
 - Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
 - Deploying support staff effectively.
 - Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
 - Communicating effectively with parents with regard to students' achievements and wellbeing.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - Treating students 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 students' wellbeing, 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 students' vulnerability or might lead them to break the law.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality.
- Have an understanding of, and always act within, the statutory frameworks which set out teachers' professional duties and responsibilities.

Organisation

- Assist in the development of the subject curriculum, schemes of work, teaching resources, marking policies and teaching strategies alongside other subject teachers and the subject leader.
- Identify clear teaching objectives, content, and lesson structures, and plan sequences of lessons appropriate to the subject content and the students being taught.
- Incorporate the use of resources into lesson plans, ensuring that equipment is in good working order and suitable for teaching use, and that resources are used effectively.

Additional duties

- Assist with the organisation of extracurricular activities.
- Assist with the promotion of their subject in the school, e.g. through creating displays of students work.
- Carry out additional tasks as reasonable expected under the direction of the Principal.

Teacher person specification

Qualifications and training	
Essential	Desirable
<ul style="list-style-type: none"> • QTS. • A degree in a relevant subject or significant evidence of experience in this area 	<ul style="list-style-type: none"> • A postgraduate qualification, e.g. a master's degree. • A first aid certificate.
Skills and experience	
Essential	Desirable
<ul style="list-style-type: none"> • Conducting assessments, keeping records and producing reports on students. • Implementing safeguarding procedures in schools. 	<ul style="list-style-type: none"> • Experience teaching their subject within a school environment. • Experience teaching students in relevant key stage. • Organising and participating in extracurricular activities.
Knowledge	
Essential	Desirable
<ul style="list-style-type: none"> • A clear understanding of the subject's curriculum and examination specifications across the relevant key stage. • Sufficient knowledge to answer subject-related questions raised by students. • An ability to use different teaching methods and adapt to cater for students different needs. 	<ul style="list-style-type: none"> • An understanding of relevant legislation and educational developments. • An understanding of how assessment and attainment information can be used to improve practice. • Skills in effective resource management and deployment.

- Knowledge of effective intervention strategies to improve the quality of teaching and learning.

Personal traits

The successful candidate will be

- Punctual, with a good attendance record.
- An excellent communicator, verbally and in writing.
- Organised.
- An excellent time manager.
- Hardworking, with high expectations of themselves and their professional standards.
- Committed to CPD.
- Able to work both independently and as part of a team.
- Able to maintain successful working relationships with other colleagues.
- Able to plan and resource effective interventions to meet curricular objectives.
- Driven and energetic.

The successful candidate may also be

- Committed to the value and promotion of their subject.
- Dedicated to promoting their professional development, and that of others.
- Able to promote good behaviour consistently.
- Able to plan and take control of situations.
- Committed to contributing to the wider school and its community.
- Able to effectively promote the school's ethos and vision.
- Capable of handling a demanding workload and successfully prioritising work.
- Professionally assertive and clear thinking.
- Able to work flexibly, attending morning and evening meetings, in addition to managing a demanding workload.

Additional requirements

The successful candidate will have

- An enhanced DBS certificate and barred list check.
- Evidence for their previous work experience.
- References.