



## JOB DESCRIPTION FOR A UCS JB KS2 CLASS TEACHER

### *Main Responsibilities:*

- To promote and support high-quality learning that enables all pupils to achieve the highest possible standards.
- To deliver exemplary teaching in line with the school's ethos and in an environment based on principles of good practice as outlined in the staff handbook, curriculum subject handbooks, Curriculum Policy and the UCS Foundation Learning Policy.

### *The Curriculum:*

- To demonstrate a thorough knowledge and understanding of the Key Stage 2 Curriculum for the subjects being taught and to keep abreast of developments in those subject areas.
- To liaise with the Subject Co-ordinator, Phase Leader, Assistant Head and Deputy Head (Curriculum) in matters of planning, delivery, assessment and evaluation of the subjects taught.

### *Teaching and Learning:*

- To understand the characteristics of good teaching and to teach clearly structured lessons or sequences of work, which interest and motivate pupils and in which:
  - pupils' learning needs and abilities are taken into account
  - assessments of learning are used to inform planning
  - learning objectives are made clear to pupils
  - interactive teaching methods and collaborative work are encouraged
  - active and independent learning is promoted that enables pupils to think for themselves and to plan and manage their own learning
  - pupils' health and safety is safeguarded
  - a clear framework for classroom discipline is established and strategies for recognising, encouraging and rewarding good behaviour, along with sanctions, are understood by pupils so that appropriate behaviour is anticipated and managed
  - appropriate homework is set in line with school policy
  - ICT and smartboard technology are utilised appropriately
  - challenging teaching and learning objectives are set which are relevant to and based on knowledge of pupils and take account of:

- evidence of their past, current and predicted achievement
- expected standards for pupils of the relevant age range.

*Pupil progress and assessment:*

To ensure appropriate monitoring and assessment of pupils to evaluate progress towards planned learning objectives, and to use this information to inform planning and teaching.

- To monitor, mark work and assess as you teach, giving timely, descriptive, constructive and positive feedback which pupils understand and which requires them to respond to, reflect on and improve their own performance.
- To record the outcomes of assessment along with pupils' development, progress and attainment and keep these records up-to-date.

*Organisation:*

- To create a positive climate for learning by organising resources and maintaining an attractive and stimulating environment, contributing to displays in the school as a whole.
- To register the attendance of pupils, whether before, during or after school sessions.

*Communication:*

- To support links with parents by attending introductory meetings, curriculum evenings, parents' evenings, school concerts and plays and generally assisting and promoting the development of home-school links.
- To build and maintain co-operative relationships with parents and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

*Reports and Parent/Teacher Evenings:*

- To provide or contribute to oral and written assessments, reports and reference relating to the development and learning of individual pupils and groups of pupils. To attend parents' evenings as necessary and to attend one-to-one meetings with parents when a particular need arises.

*Continuing professional development, self-evaluation, review and appraisal:*

- To keep up-to-date with current educational thinking and practice by attending courses, workshops and meetings.
- To evaluate and review one's own teaching methods, materials and schemes of work, and to make changes as appropriate.
- To take part in whole school reviews of policy and aims, and in the revision and formulation of guidelines.
- To take part in appraisals and reviews of one's work arranged by the headmaster.

*Cover for absent colleagues:*

- To supervise and teach any pupils whose teacher is not available.

*Duties:*

- To undertake playground and other duties and supervise the order, safety and discipline of pupils at specified times.

*Meetings and Corporate Life:*

- To attend and participate in meetings which may be held within or outside of school hours.
- To take a full part in the corporate life of the school by, for example, attending assemblies, leading assemblies once or twice a year, supporting one of the school Houses, running a weekly club or activity, supervising pupils before and after school sessions.
- To be ready and willing to accompany school residential trips on a regular basis.
- To liaise, co-operate and work with colleagues to plan and co-ordinate work.

*Fire Precautions:*

- To understand the school's fire precautions, know their responsibilities and how to react.

*Security:*

- To take all reasonable precautions for the safety and security of the school's and their own equipment and belongings.

## **TESTS AND ASSESSMENTS**

Boys' learning should be assessed regularly and these assessments should be used to inform planning in line with the school's adoption of Assessment for Learning strategies. Formal, written assessments are set annually in, English, Maths, Science and French during the Summer Term. A list of marks and levels with the year average should be filed electronically with the Deputy Head (Curriculum), for entry on the school database.

No lists of test marks should be disclosed to boys and no results announced to pupils or parents until the exam period is over and the Headmaster and Deputies have been informed of all results. Test marks and class positions should never be read out to the class. Papers can be shown to boys, and the correct answers explained, but they should be kept by staff at school.

It is important that boys and (particularly) parents do not treat test marks at this stage as a matter of life or death. We owe it to parents to assess how successfully their sons have progressed over the year. There are several years for revision skills and technique to be honed before the results of assessments have long-term significance.

When conducting tests it is essential:

- (i) that there is silence before question papers are issued.
- (ii) that papers are given out upside down and the time calculated from the instruction to "turn over".

- (iii) that candidates do not talk or move out of their seats. If they need to ask questions, they should put up their hand and the invigilator should go to them.
- (iv) that there is no borrowing of equipment during tests.
- (v) that candidates understand the instructions and timings.
- (vi) that, at the end of the test, all papers and scripts are collected and returned to the person responsible for marking, and that all scrap paper and unused stationery is removed.

### **THE FORM TEACHER**

All teachers at UCS may be called upon to perform the role of form teacher. A form teacher's responsibilities are pastoral, administrative and academic. He/she will be in charge of a form for one year and will teach the boys for one or more subjects, depending on their year group. This will enable the form teacher to get to know individual personalities, home backgrounds, interests, academic strengths and weaknesses. He/she will be the first and obvious point of contact for parents and should be prepared to contact them if there are concerns about their son(s). If the need arises, discuss the boy(s) at a staff meeting and keep the Headmaster informed of developments.

Form teachers responsible for boys new to Holly Hill should consult the boys' files in the School Office as they contain full reports from the previous schools. We have good relationships with our feeder schools and should more detailed information be required then it can sometimes be a good idea to talk to a boy's previous teacher. Always check with the Headmaster first before making contact. The report booklets from the preceding year can be borrowed from the School Office by staff responsible for a returning form. The School Nurse also compiles a list of boys with known medical conditions, e.g. asthma, diabetes, epilepsy, allergies, who may require treatment during the school day. All staff must consult this list, which is posted in the Common Room, and be aware of the action to take in emergencies at school or at the field.

Form tutors are responsible for taking morning registration and for signing their class out at the end of the school day (unless you are off site, in which case cover will be supplied). At the start of the school year, form tutors should familiarize themselves and the form with the fire drill procedures and school rules, both of which should be displayed on the classroom wall, and ensure that all routines in the homework diary are fully understood by each boy.

At all times teachers must keep an attractive, clean and orderly classroom and maintain interesting displays. They should encourage neat appearance and tidy work habits amongst all pupils and periodically check that pupils' clothing and belongings are marked with their names. At the end of the school day, the classroom should be left tidy and the windows closed. The class should be dismissed by 3:30 and the form teacher should accompany his/her form to the

locker-room and sign each boy out. The boys should leave the building in an orderly manner. The end of the day can be an excellent time to catch parents and “nip in the bud” any problems.

### **UCS EMPLOYMENT REFERENCE FILE - ALL STAFF**

A detailed Staff Handbook is available and should be read before starting employment.