

Valley Gardens Middle School



Job Description		
Role Title	Typically reports to	
Teacher	Headteacher or designated member of staff	
JE Code	Grade	Date of profile
N/A	Main Scale/Upper Pay	May 2026
Purpose of the role (job statement)		
<p>To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.</p> <p>To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has a track record of improving pupil achievement.</p> <p>To carry out the duties of a classroom teacher as set out in the 'School Teachers Pay and Conditions Document and to meet the core Professional Standards for Teachers contained within the Framework in the STPCD. In addition if paid at Upper pay scale meet the Post Threshold Standards set out below.</p>		
Responsibilities		
<p>To carry out Planning, Teaching and Class Management: to teach allocated Students by planning their teaching to achieve progression of learning through:-</p>		
<ul style="list-style-type: none"> ● identifying clear teaching objectives and specifying how they will be taught and assessed; ● setting tasks which challenge Students and ensure high levels of interest; ● setting appropriate and demanding expectations; ● setting clear targets, building on prior attainment; ● be aware of and make provision for Students who are AEN/SEN, very able, LAC or who have other particular individual needs; ● providing clear structures for lessons maintaining pace, motivation and challenge; ● making effective use of assessment and ensure coverage of programmes of study; ● ensuring effective teaching and best use of available time; ● maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework; ● using a variety of teaching methods to: <ul style="list-style-type: none"> i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary ii. use effective questioning, listen carefully to Students, give attention to errors and misconceptions 		

iii. select appropriate learning resources and develop study skills through library, ICT and other sources;

- ensuring Students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- liaise with the Subject Leader to ensure the implementation of department policy and best practice.

Monitoring, Assessment, Recording, Reporting:-

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor Students' work and set targets for progress;
- assess and record Students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- undertake assessment of Students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents;
- undertake assessment of Students and participate in the school's system reporting to parents.

Curriculum Development:-

- contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision;
- work with others on curriculum and/or pupil development to secure co-ordinated outcomes

Pastoral Duties:-

- be a Form Tutor to an assigned group of Students;
- promote the general progress and well-being of individual Students and of the Form Tutor Group as a whole;
- liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system;
- register Students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- contribute to the preparation of Action Plans and progress files and other reports;
- alert appropriate staff to problems experienced by Students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of Students and persons or bodies outside the school concerned with the welfare of individual Students, after consultation with appropriate staff;
- contribute to PSHE and citizenship and enterprise according to school policy.

Other Professional Requirements:-

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- know subject(s) or specialism(s) to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute positively and effectively to the Every Child Matters agenda;

- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and Students;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.

Post Threshold Standards

- Frameworks
 - P1 - Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- Teaching and learning
 - P2 - Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Assessment and monitoring
 - P3 - Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
 - P4 - Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Subjects and Curriculum
 - P5 - Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- Health and well-being
 - P6 - Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- Planning
 - P7 - Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- Teaching
 - P8 - Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Team working and collaboration
 - P9 - Promote collaboration and work effectively as a team member.
 - P10 - Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback

Job Specification

Area	Criteria
	A = Assessment by application I = Assessment by interview R = Assessment by reference
Skills/Knowledge /Aptitudes	<p>Essential</p> <ul style="list-style-type: none"> ● Knowledge of the National Curriculum for Mathematics (AI) ● Willingness to keep up to date in subject knowledge and national developments. (AIR) ● Ability to plan and teach effectively using a variety of strategies (AIR) ● Excellent interpersonal skills with both adults and children (IR) ● Willingness and ability to work as part of a team (IR) ● Ability to communicate effectively both verbally and in writing(A) ● Ability to prioritise and organise own work (IR) ● Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines (R) ● To have a ‘can do’ philosophy (AIR) ● To enjoy working with young people (I) ● To be flexible, energetic, adaptable and have the ability to use initiative (AIR) ● To carry out professional duties in a positive, helpful and courteous manner (IR) ● To have high aspirations and expectations for their students and themselves (IR) ● Committed to raising standards and continuous improvement (IR) ● To be up to date with relevant safeguarding documents and practices (AI) <p>Desirable</p> <ul style="list-style-type: none"> ● Knowledge of Health and Safety procedures and their application (A) ● To identify and develop opportunities (I) ● Be willing to contribute to extra curricular activities (AI)
Qualifications and Training	Qualified Teacher Status (A) Evidence of CPD/further study (A)
Experience	Teaching within the subject area in Key Stages 2 &3 (A)
Disposition	Committed to personal development.(A) Willingness to contribute to other areas of school life. (AI)
Conditions of Service	
Teachers pay and conditions of service.	