



## **Irchester Community Primary School**

### **Job Description 2022**

### **Early Career Teacher (ECT) MPG 1-2**

The appointment of an Early Career Teacher (ECT) is subject to QTS status and the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STCPD) and other current legislation.

This job description may be amended at any time following discussion between the Head teacher and the member of staff and will be reviewed annually as part of the appraisal process.

This job description includes references to:

- Early Career Framework
- The School Improvement Plan
- Professional Standards for Teachers
- Teacher Appraisal
- Ofsted's School Inspection Framework

### **Part 1: Recruitment**

**This section sets out the core requirements of the post and will be used to recruit to the post.**

#### **General description of the post**

The holder of this post is expected to carry out the professional duties of an Early Career Teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Head teacher. The post-holder is required to fully support the vision, ethos and policies of the school.

#### **Values and behaviour**

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.

## **Personal and professional conduct**

A teacher is 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.

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

- treating pupils 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 pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others and 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 pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

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

## **Responsibilities**

The post-holder is accountable to their mentor, key stage leader, and the head teacher/deputy head teacher in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement.

All appointments made, are conditional on the most recent appraisal assessment.

## **Duties**

- Setting clear and challenging targets that build on prior attainment for each pupil.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Setting, tracking, evaluating and reporting on progress towards individual pupil targets.
- Marking and monitoring pupils' work and set targets for progress; assess and record pupils' 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 pupil is achieving.
- Giving every child the opportunity to reach their potential.

- Teaching allocated pupils by planning to achieve progression of learning.
- Monitoring and intervening to ensure sound learning and discipline.
- Assessing how well learning objectives have been achieved and using them to improve specific aspects of teaching.
- Managing teaching assistants, students, parents and other adults in the classroom.
- Supporting team commitment with colleagues through collaborative planning.
- Reporting termly to parents to discuss and review progress.
- Comply with, and complete, the Early Careers Teacher induction process

## Part 2: Assessment of Performance

This section relates directly to the relevant teacher standards and sets out the expectations by which a teacher's performance will be assessed through the appraisal process.

### 1. Pupil Achievement and Standards

#### Standards

##### Promotes good progress and outcomes by pupils

- Is accountable for pupils' attainment, progress and outcomes.
- Plans teaching to build on pupils' capabilities and prior knowledge.
- Guides pupils to reflect on the progress they have made and their emerging needs.
- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourages pupils to take a responsible and conscientious attitude to their own work and study. (2)

##### Adapts teaching to respond to the strengths and needs of all pupils

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Has 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. (5)

##### Makes accurate and productive use of assessment

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

- Makes use of formative and summative assessment to secure pupils' progress.
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons.
- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. (6)

### **Performance Expectations**

- Works with mentor to identify strengths and development targets and actions them accordingly.
- Works with other colleagues to calculate key outcomes and progress measures for all classes taught.
- Uses prior assessment to plan lessons and ensure teaching meets the needs of each student.
- Assists students in tracking their own progress and supporting students in seeking help to ensure progress.
- Uses assessment information and performance data to analyse progress and identify under achievement of students.
- Plans effectively for differentiation within the lesson structure and applies appropriate teaching strategies to meet the needs of individual students.
- Makes accurate and meaningful assessments, tracks and reports progress.
- Keeps up to date, accurate and thorough records of assessment of students' work, and uses this assessment to inform planning and teaching strategies.

## **2. The quality of provision**

### **Standards**

#### **Demonstrates good subject and curriculum knowledge**

- Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrates a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of standard English.
- If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies. (3)

#### **Plans and teaches well-structured lessons**

- Imparts knowledge and develop understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.

- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s). (4)

### **Performance Expectations**

- Ensures that subject knowledge is thorough and is promoted in classes to engage the interests of students taught.
- Delivers well-planned and structured lessons.
- Ensures that all students develop their skills as learners.
- Regularly sets homework in line with school policy. Marks homework and provides feedback to students.
- Develops other activities that extend students' learning outside the classroom and their wider interests in the subject.
- Regularly reviews the success of lessons and provides formal lesson plans and evaluation of these plans as part of the departments QA processes.

## **3. Behaviour and safety of pupils**

### **Standards**

#### **Sets high expectations which inspire, motivate and challenge pupils**

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils. (1)

#### **Manages behaviour effectively to ensure a good and safe learning environment**

- Has clear rules and routines for behaviour in classrooms and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Has high expectations of behaviour and establishes a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary. (7)

### **Performance Expectations**

- Demonstrates at all times and provides a good role model for our school values.
- Ensures the classroom has stimulating displays that are updated and relevant to the subject.
- Establishes ground rules based on clear expectations of mutual respect.
- Ensures that expectations are appropriately challenging for all groups and abilities.
- Is a positive role model in terms of professional attitude, enthusiasm, conduct and appearance. To lead by example in terms of their commitment to learning.

- Ensures good behaviour and co-operation to ensure there is a mutually respectful learning environment.
- Participates in team duties to ensure good behaviour around the school.
- Develops a range of skills to ensure that students behave at their best at all times.
- Maintains an appropriate teacher/student partnership relationship.
- Presents an appropriate authority around school which gains respect and trust from the students.
- Acts clearly and decisively when sanctions need to be applied.

#### 4. Leadership and Management

##### Standards

##### Fulfils wider professional responsibilities

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploys support staff effectively.
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicates effectively with parents with regard to pupils' achievements and well-being. (8)

##### Performance Expectations

- Takes part in open evenings and other promotional events and offers support to extra-curricular activities.
- Works with mentor and other colleagues in school participating in coaching and mentoring to learn subject leadership skills.
- Works in partnership with support staff.
- Ensures their own professional development is a key priority.
- Makes full use of the school appraisal and CPD programme and opportunities that arise.
- Makes clear, accurate, courteous and well-informed communication with parents at both formal events and through informal contact throughout the year.

HEAD TEACHER		POST-INDUCTION TEACHER	
name	DATE	name	DATE
signed		signed	

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