



JOB DESCRIPTION

Job Title:	Post Threshold Teacher
Salary Range:	Upper Pay Range
Responsible to:	Headteacher, Deputy Headteacher & LGB
Direct Supervisory Responsibility for:	Assist in the supervision and line management of all teaching and support staff
Important Functional Relationships: Internal/External:	TPAT, Local Governing Body, Teachers, Support Staff, Pupils, Parents/Carers, External Agencies

Main Purpose of the Job:

- To undertake the full duties as a Classroom Teacher (as defined in the TPAT Class Teacher job description) and in addition to develop and maintain the threshold areas listed below in line with the School Teachers Pay and Conditions Document, the Post Threshold Standards for Teachers and the school's own policies and procedures;
- To secure effective education for all pupils and the continuous improvement of teaching and learning in the school;
- Teachers on the Upper Pay Range will be expected to make a significant and sustained impact to whole school development in line with the statutory requirement to meet threshold standards;
- In addition, you are required to undertake the duties and responsibilities described in this job description which may or may not be included in the STPCD.

Main Duties and Responsibilities:

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the performance management process as relevant to their role in the school.

In particular, post-threshold teachers will:

- provide a role model for professional practice in the school;
- make a distinctive contribution compared to other teachers;
- contribute effectively to the wider team;
- strategic leadership.

Contribute significantly to:

- implementing workplace policies and practice;

- promoting collective responsibility for their implementation.

Professional Characteristics:

- Be highly respected and able to motivate others;
- Provide a role model for learners and other staff through personal and professional conduct;
- Have highly developed interpersonal skills, which enable you to be effective in school and in other situations.

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 outstanding 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.

Other Duties and Responsibilities:

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the school's and the trust's pupils at all times;
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues;
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management review;
- To act as a Trust team member and provide support and cover for other staff where needs arise, inclusive of occasional work at other sites within a reasonable travel distance;
- To be aware of and adhere to all Trust policies and procedures;
- To be responsible for your own continuing self-development and attend meetings as appropriate;
- To undertake other duties appropriate to the post as required.

Teaching and Learning Responsibility (TLR) Payment

[delete if not applicable]

This post holds a TLR payment in accordance with the STPCD for the significant responsibility that is not required of all classroom teachers. TLR payments are for clearly defined and sustained additional responsibility in the context of the school's staffing structure, for the purpose of ensuring the continued delivery of high quality teaching and learning.

A TLR1 payment must include all the duties/responsibilities listed in (a) to (e) below, and includes line management responsibility for a significant number of people, and must be the value of one of the four fixed rate amounts shown in the school's pay policy, or between the minimum and maximum of a TLR1 payment.

A TLR2 payment must cover the duties/responsibilities listed in (a) to (d) below and must be the value of one of the three fixed rate amounts shown in the school's pay policy, or between the minimum and maximum of a TLR2 payment.

- (a) is focused on teaching and learning;
- (b) requires the exercise of a teacher's professional skills and judgement;
- (c) requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- (d) has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- (e) involves leading, developing and enhancing the teaching practice of other staff.

This job description is not exhaustive and does not form part of your contract of employment. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the appraisal process or as appropriate.

The Trust is committed to safeguarding, promoting the welfare of children and to ensuring a culture of valuing diversity and ensuring equality of opportunities.



PERSON SPECIFICATION – POST THRESHOLD TEACHER

Person Specification	Essential	Desirable	Recruiting Method
Education and Training	<p>Qualified Teacher Status</p> <p>Post Graduate Level Qualification or recognised alternative</p> <p>Evidence of continuing professional development</p>		<p>Application</p> <p>Certificates</p>
Skills and Experience	<p>Relevant experience to attain all post threshold standards for teachers</p> <p>Ability to create a stimulating and safe learning environment</p> <p>Ability to plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach</p> <p>Ability to assess and record the progress of pupils' learning to inform next steps and monitor progress</p> <p>To teach using a wide variety of strategies to maximise achievement for all children, including those with special educational needs and high achievers</p> <p>Ability to successfully deploy a wide range of effective behaviour management strategies</p> <p>High level of oral and written communication skills and an ability to work in partnership with other staff</p>	<p>Knowledge of current education and professional developments and an understanding of their application in a whole school context</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>
Specialist Knowledge and Skills	<p>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</p> <p>Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the curriculum areas being taught</p> <p>Demonstrates an awareness, understanding and commitment to</p>	<p>Up to date knowledge of statutory regulations & guidance</p>	<p>Application</p> <p>Interview</p> <p>Assessment</p>

	<p>the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p>		
Behaviours and Values	<p>Strong professional relationships with parents and pupils</p> <p>Ability to be cheerful, flexible and have a good sense of humour</p> <p>Evidence of being a team player</p> <p>Display an understanding and commitment to the safeguarding of children; successful completion of an enhanced DBS and safeguarding checks</p> <p>Be an effective team player that works collaboratively & effectively with others</p> <p>Workforce resilience</p> <p>High level of emotional intelligence</p> <p>Trust and integrity</p>	<p>Communicate effectively to a wide range of different audiences</p>	<p>Application Interview Assessment</p>

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