



# QUEEN'S COLLEGE PREPARATORY SCHOOL

## JOB DESCRIPTION

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### **FORM TEACHER (Including EYFS)**

**Line Manager:** Head of Prep or Head of Pre-Prep

**Salary:** Teacher Pay Scale

Teachers at Queen's College Prep are expected to make the education and welfare 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 and ensure that their professional knowledge and skills are up-to-date within a climate of high expectations and continuous improvement. They forge positive professional relationships and work with parents in the best interest of the girls in their care. Teachers conduct themselves in an appropriate professional manner at all times to foster the aims and ethos of QCPS and make a positive contribution in all areas of school life, from the promotion of good manners to involvement in enrichment activities.

This job description sets out the main roles and responsibilities of teachers at QCPS.

### **JOB ACCOUNTABILITIES**

Form Teachers chief aims are to provide outstanding pastoral care to the girls in their form, to effectively deliver the curriculum, to ensure the QCPS ethos is understood and followed, and to maintain a meaningful rapport with individual pupils and parents.

### **Key Responsibilities**

Form Teachers will:

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

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set targets that extend and challenge pupils of all backgrounds, abilities and cultures
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Promote a love of learning and children's intellectual curiosity

#### **Promote excellent progress and outcomes**

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Encourage pupils to reflect on the progress they have made and identify the next steps in their learning
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and studies

### **Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s), curriculum areas and key stage(s)
- Foster and maintain pupils' interest in the subject and address misunderstandings and misconceptions
- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- Demonstrate an understanding of, and take responsibility for, promoting high standards of oral and written literacy, across all subject areas, whatever the teacher's specialist subject
- Model the correct use of Standard English

### **Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Set differentiated homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) and key stage(s)
- Promote a love of learning and encourage pupils' intellectual curiosity

### **Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate 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
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those who are gifted and talented; those with English as an additional language; those with disabilities; and be able to use and evaluate effective and appropriate distinctive teaching approaches to engage and support them in accordance with school policy

### **Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, in accordance with the QCPS Assessment Policy and procedures.
- Analyse formative and summative assessment to track and secure pupils' progress and set appropriate targets on a regular basis
- Use and record relevant data to monitor progress, set year group, ability group and individual targets and plan subsequent lessons
- Give pupils regular feedback orally and through accurate and diagnostic marking in line with QCPS' Marking Policy and encourage pupils to respond to feedback
- Integrate Assessment for Learning strategies into all lessons

## **Manage behaviour effectively to ensure a positive and safe learning environment**

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting polite and courteous behaviour both in classrooms and around the school, in accordance with the school's Behaviour Policy
- Have very high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, rewards and sanctions consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

## **Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the school, e.g. house activities, assemblies, duties, Co-Curricular Programme, Parents' Evenings and similar related activities
- Promote environmental awareness within the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate promptly and effectively with parents with regards to pupils' achievements, behaviour and well-being, in-line with QCPS communication procedures
- Use electronic communication systems to support teaching and learning and enhance communication with the wider school community

## **KEY EXPECTATIONS**

### **All staff are expected to:**

- Be aware of and committed to the ethos and values of QCPS
- Take an active role in the development and implementation of school policies and in the whole life of the School
- Ensure that there are equal opportunities for all
- Follow school procedures as outlined in the staff handbook
- Be fully committed to safeguarding and promoting the welfare of children

**SIGNED BY POST-HOLDER**

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**SIGNED BY LINE MANAGER**

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**DATE TO BE REVIEWED**

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