

Moor End Technology College

Class Teachers' Job Description

*The school teachers' pay and condition document constitutes the class teachers job description at METC.
Extracts below are taken from School Teachers' Pay and Conditions Document 2007
The full document can be accessed on www.teachernet.gov.uk*

PART 12 - CONDITIONS OF EMPLOYMENT OF TEACHERS OTHER THAN HEAD TEACHERS

Exercise of general professional duties

- 70.1 Subject to paragraphs 42.6 and 45.2, a teacher who is not a head teacher shall carry out the professional duties of a teacher as circumstances may require-
- 70.1.1 if he is employed as a teacher in a school, under the reasonable direction of the head teacher of that school;
- 70.1.2 if he is employed by an authority on terms under which he is not assigned to any one school, under the reasonable direction of that authority and of the head teacher of any school in which he may for the time being be required to work as a teacher.
- 70.2 A teacher who has failed satisfactorily to complete an induction period and who is employed pursuant to regulation 18(5) of the Induction Regulations in relation to England or regulation 16(5) of the Induction Regulations in relation to Wales must only carry out such limited teaching duties as the Secretary of State determines pursuant to that regulation.

Exercise of particular duties

- 71.1 Subject to paragraphs 42.6, 45.2, 45.3, and 71.2 a teacher employed as a teacher (other than a head teacher) in a school shall perform, in accordance with any directions which may reasonably be given to him by the head teacher from time to time, such particular duties as may reasonably be assigned to him.
- 71.2 A teacher employed by an authority on terms such as those described in paragraph 70.1.2 shall perform, in accordance with any direction which may reasonably be given to him from time to time by the authority or by the head teacher of any school in which he may for the time being be required to work as a teacher, such particular duties as may reasonably be assigned to him.

Professional duties

72. Subject to paragraphs 42.6, 45.2 and 45.3, the following duties shall be deemed to be included in the professional duties which a teacher (other than a head teacher) may be required to perform-

Teaching

- 72.1 in each case having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to him-
- 72.1.1 planning and preparing courses and lessons;
- 72.1.2 teaching, according to their educational needs, the pupils assigned to him, including the setting and marking of work to be carried out by the pupil in school and elsewhere;
- 72.1.3 assessing, recording and reporting on the development, progress and attainment of pupils;

Other activities

- 72.2.1 promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him;
- 72.2.2 providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- 72.2.3 making records of and reports on the personal and social needs of pupils;
- 72.2.4 communicating and consulting with the parents of pupils;
- 72.2.5 communicating and co-operating with persons or bodies outside the school; and
- 72.2.6 participating in meetings arranged for any of the purposes described above;

Assessments and reports

72.3 providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;

Appraisal or review of performance

72.4 participating in arrangements made in accordance with the 2002 Regulations or the 2006 Regulations for the appraisal or review of his performance and that of other teachers;

Review, induction, further training and development

72.5.1 reviewing from time to time his methods of teaching and programmes of work;

72.5.2 participating in arrangements for his further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in statements of objectives or in appraisal statements where teachers are subject to the 2002 Regulations, or in planning and review statements where teachers are subject to the 2006 Regulations;

72.5.3 in the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for his supervision and training;

Educational methods

72.6 advising and co-operating with the head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

Discipline, health and safety

72.7 maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;

Staff meetings

72.8 participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;

Cover

72.9.1 subject to sub-paragraph 9.2 of this paragraph, supervising and so far as practicable teaching any pupils whose teacher is not available to teach them;

72.9.2 except in the case of a teacher employed wholly or mainly for the purpose of providing such cover, no teacher shall be required to provide such cover for more than 38 hours in any school year;

External examinations

72.10.1 participating in arrangements for preparing pupils for external examinations, assessing pupils for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for pupils presentation for, and conducting, such examinations;

72.10.2 sub-paragraph 10.1 of this paragraph does not require a teacher routinely to participate in any arrangements that do not call for the exercise of a teacher's professional skills and judgement, such as invigilation;

Management

72.11.1 contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations;

72.11.2 assisting the head teacher in carrying out threshold assessments of other teachers for whom he has management responsibility;

72.11.3 co-ordinating or managing the work of other staff; and

72.11.4 taking such part as may be required of him in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;

Administration

72.12.1 participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school; and

72.12.2 attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

72.12.3 Sub-paragraph 12.1 of this paragraph does not require a teacher routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgement.

72.12.4 Without prejudice to the generality of sub-paragraph 12.3 of this paragraph, Annex 3 contains a list of tasks falling within the scope of that paragraph.

Management time

73. A teacher with leadership or management responsibilities shall be entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities.

Working time

- 74.1 The provisions of this paragraph shall not apply to deputy head teachers, assistant head teachers, advanced skills teachers or to teachers employed to teach part-time and are subject to paragraphs 42.6, 45.2 and 45.3.
- 74.2 A teacher employed full-time, other than in the circumstances described in sub-paragraph 4 of this paragraph, shall be available for work for 195 days in any school year, of which 190 days shall be days on which he may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by his employer or, if his employer so directs, by the head teacher.
- 74.3 Such a teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher (or, where the teacher is not assigned to any one school, by his employer or the head teacher of any school in which he may for the time being be required to work as a teacher) for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which he is required to be available for work.
- 74.4 Sub-paragraph 2 of this paragraph does not apply to such a teacher employed wholly or mainly to teach or perform other duties in relation to pupils in a residential establishment.
- 74.5 Time spent in travelling to or from the place of work shall not count against the 1265 hours referred to in sub-paragraph 3 of this paragraph.
- 74.6 Such a teacher shall not be required under his contract as a teacher to undertake midday supervision, and shall be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm.
- 74.7 Such a teacher shall, in addition to the requirements set out in sub-paragraphs 2 and 3 of this paragraph, work such reasonable additional hours as may be needed to enable him to discharge effectively his professional duties, including, in particular, his duties under paragraphs 72.1.1 and 72.1.3. The amount of time required for this purpose beyond the 1265 hours referred to in sub-paragraph 3 of this paragraph and the times outside the 1265 specified hours at which duties shall be performed shall not be defined by the employer.

Guaranteed planning and preparation time

- 75.1 A teacher to whom paragraph 74 applies shall be allowed as part of the 1265 hours referred to in paragraph 74.3 reasonable periods of time ("PPA time") to enable him to carry out his duties under paragraphs 72.1.1, 72.1.3 and 72.3.
- 75.2 PPA time shall amount to not less than 10% of the teacher's time-tabled teaching time (and for this purpose "time-tabled teaching time" means the aggregate period of time in the school time-table during which the teacher has been assigned by the head teacher in the school time-table to teach pupils).
- 75.3 PPA time shall be provided in units of not less than half an hour during those parts of the school time-table in which pupils are taught the core and other foundation subjects or religious education.
- 75.4 Such a teacher shall not be required to carry out any other duties, including the provision of cover in accordance with paragraph 72.9, during his PPA time.
- 75.5 Sub-paragraphs 1 to 3 of this paragraph also apply to a classroom teacher who is employed on a part-time basis with the substitution for the reference to 1265 hours in sub-paragraph 1 of a reference to that number which, as a proportion of 1265 hours, equates to the proportion of the school week that the teacher is normally employed.

PART 10 - CONDITIONS OF EMPLOYMENT OF DEPUTY HEAD TEACHERS AND ASSISTANT HEAD TEACHERS

Professional duties

- 64.1 A person appointed as a deputy or assistant head teacher in a school, in addition to carrying out the professional duties of a teacher other than a head teacher (as described in Part 12) including those duties particularly assigned to him by the head teacher, shall-
- 64.2 play a major role under the overall direction of the head teacher in-
- (a) formulating the aims and objectives of the school;
 - (b) establishing the policies through which they shall be achieved;
 - (c) managing staff and resources to that end; and
 - (d) monitoring progress towards their achievement;
- 64.3 undertake any professional duties of the head teacher reasonably delegated to him by the head teacher;
- 64.4 in the case of a deputy head teacher only, undertake to the extent required by the head teacher or the relevant body or, in the case of a foundation, voluntary aided or foundation special school, the governing body, the professional duties of the head teacher in the event of his absence from the school; and
- 64.5 be entitled to a break of reasonable length as near to the middle of each school day as is reasonably practicable.

Guaranteed planning and preparation time

- 65.1 A deputy head teacher or an assistant head teacher shall be entitled to reasonable periods of time ("PPA time") to enable him to discharge his duties under paragraphs 72.1.1, 72.1.3 and 72.3.
- 65.2 PPA time shall amount to not less than 10% of the deputy or assistant head teacher's time-tabled teaching time (and for this purpose "time-tabled teaching time" means the aggregate period of time in the school time-table during which the teacher has been assigned by the head teacher in the school time-table to teach pupils).
- 65.3 PPA time shall be provided in units of not less than half an hour during those parts of the school time-table in which pupils are taught the core and other foundation subjects or religious education.
- 65.4 A deputy or assistant head teacher shall not be required to carry out any other duties, including the provision of cover in accordance with paragraph 72.9, during his PPA time.

ANNEX 1 – Professional standards for post-threshold teachers, excellent teachers and advanced skills teachers

NB: Please refer to Performance Management Folder

ANNEX 3 - Administrative and clerical tasks

1. Collecting money from pupils and parents.
2. Investigating a pupil's absence.
3. Bulk photocopying.
4. Typing or making word-processed versions of manuscript material and producing revisions of such versions.
5. Word-processing, copying and distributing bulk communications, including standard letters, to parents and pupils.
6. Producing class lists on the basis of information provided by teachers.
7. Keeping and filing records, including records based on data supplied by teachers.
8. Preparing, setting up and taking down classroom displays in accordance with decisions taken by teachers.
9. Producing analyses of attendance figures.
10. Producing analyses of examination results.
11. Collating pupil reports.
12. Administration of work experience (but not selecting placements and supporting pupils by advice or visits).
13. Administration of public and internal examinations.
14. Administration of cover for absent teachers.
15. Ordering, setting up and maintaining ICT equipment and software.
16. Ordering supplies and equipment.
17. Cataloguing, preparing, issuing and maintaining materials and equipment and stocktaking the same.
18. Taking verbatim notes or producing formal minutes of meetings.
19. Coordinating and submitting bids (for funding, school status and the like) using contributions by teachers and others.
20. Transferring manual data about pupils not covered by the above into computerised school management systems.
21. Managing the data in school management systems.

Pay Progression

Application of Leadership Group Pay Progression Criteria – Clarification

Those on the leadership spine play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates pupils and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning.

To achieve progression, the School Teachers' Pay and Conditions Document (STPCD) requires individuals on the leadership spine to have demonstrated sustained high quality performance. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

A successful performance review, as prescribed by the Regulations¹, will involve a performance management process of:

- performance objectives;
- classroom observation (where relevant);
- other evidence.

To ensure that there has been high quality performance, the performance review will need to assess that the teacher has grown professionally by developing their leadership and (where relevant) teaching expertise.

Pay scale for classroom teachers (paragraph 18)

1. Although there are new provisions in the Document, setting out closer links between performance management and pay progression, and revised pay standards, relevant bodies should note that the provisions for main pay scale progression under paragraph 18.1.1(b) remain unchanged.

2. In relation to main scale teachers, however, there is one change in respect of discretionary points for excellence. The relevant body may award an additional point to any main scale teacher whose performance in the previous school year was excellent, with particular regard to classroom teaching. Where the teacher is subject to the 2002 Regulations (in Wales) or the 2006 Regulations (in England) this decision will follow the most recent appraisal/review². With effect from 1 September 2008, for teachers in England who are subject to the 2006 Regulations, relevant bodies must have regard to any recommendation on pay progression recorded in the teacher's most recent planning and review statement.

Review of the salary of post-threshold teachers

3. For those teachers not subject to the 2002 Regulations or the 2006 Regulations³, relevant bodies should ensure that they review the performance of post-threshold teachers who are eligible for consideration for movement up the upper pay scale in accordance with the criteria in paragraph 19. For those teachers subject to the 2002 Regulations or the 2006 Regulations, when considering whether the teacher meets the criteria in paragraph 19 the relevant body must have regard to the results of the two most recent appraisals or reviews carried out in accordance with the 2001 Regulations, the 2002 Regulations or the 2006 Regulations. For all teachers relevant bodies should take full account of the clarification of the application of the criteria for upper pay scale progression set out in the following box, in the light of any considerations set out in the relevant body's own pay policy as referred to in paragraphs 11 – 13 above. Where teachers have moved school in the assessment period, the head teacher should consult with the head of the teacher's previous school to seek evidence as to the teacher's suitability for progression.

4. Relevant bodies have discretion under paragraph 19.3.3 to determine the point on the upper pay scale to which certain categories of post-threshold teachers may be appointed. When doing so, relevant bodies should consider any pay progression which such teachers made in their previous employment which was based on an assessment of standards and contribution comparable to the requirements for progression on the upper pay scale; and should not unreasonably withhold appointment at the equivalent point on the upper pay scale.

Application of Upper Pay Scale Progression Criteria – Clarification

UPS3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

The following paragraphs refer to all teachers seeking to progress on the Upper Pay Scale.

To achieve progression, the School Teachers' Pay and Conditions Document (STPCD) requires that the achievements of post-threshold teachers and their contribution to school(s) should have been substantial and sustained. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

Progression on UPS should be based on two successful consecutive performance management reviews, other than under the exceptional circumstances as set out in the STPCD.

A successful performance review as prescribed by the Regulations⁴ involves a performance management process of

- performance objectives;
- classroom observation;
- other evidence.

To ensure that the achievements and contribution have been substantial and sustained, that performance review will need to assess that the teacher has:

- continued to meet post-threshold standards; and
- grown professionally by developing their teaching expertise post threshold.