

| Job Description | |
|--|---|
| Job Title: | Teacher |
| Grade: | MPS/UPS (TLR if applicable) |
| Responsible to: | SLT |
| Functional links with: | Staff, Pupils, Parents & Carers, Local Authority Representatives, External Agencies and Professionals |
| <p>The teachers' job description applies to all teachers regardless of the stage of their career. As a teacher's career progresses, they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and in accordance with the teachers' standards - https://www.gov.uk/government/publications/teachers-standards.</p> <p>Trinitas Advanced Teachers (upper pay scales) will be expected to show that they are highly competent in all elements of the Teachers' standards and that their achievements and contribution to the school and Trust are substantial and sustained.</p> | |
| Main Purpose of the Job: | |
| <p>To deliver effective teaching and learning that enables all pupils to achieve their full potential. The postholder will create a supportive and stimulating classroom environment, promote high standards of achievement and behaviour, and contribute to the broader life and ethos of the school. They will work collaboratively with colleagues, parents and carers, and external partners to support pupil progress and wellbeing.</p> | |
| Major Duties & Responsibilities: | |
| Strategic direction and development of National Curriculum provision in the school – with the support of, and under the direction of the Principal and Vice Principal or line manager – to: | |
| Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum | |
| Analyse and interpret relevant school, local and national data relating to their own class and advise the SLT on the level of resources required to maximise achievement | |
| Liaise with staff, parents/carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision within their class | |
| Consider the views of both pupils and parents/carers and to respond appropriately | |
| Teaching and learning – to: | |
| Develop a classroom environment and teaching practice which secures effective learning across the breadth of the National Curriculum and/or EYFS, providing a professional model, clearly demonstrating effective teaching, classroom organisation and display, and high standards of achievement, behaviour and discipline | |
| Support the identification of, and provision for pupils with additional educational needs | |
| Regularly monitor progress of pupils within their class which is then reflected in teaching plans | |
| Evaluate the effectiveness of their teaching and learning by work analysis and use these analyses to guide future improvements | |
| Ensure setting of realistic and challenging expectations for pupils in their class | |
| Liaise effectively with staff to ensure the successful transition of pupils through the school | |
| Contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole | |
| Relationships with staff – to: | |
| Achieve constructive working relationships with all staff | |
| Direct, organise and manage the work of support staff within the classroom | |
| Provide regular information to senior staff on class progress | |
| Effective deployment of staff and resources – to: | |
| Maintain and develop class resources, co-ordinate their deployment and monitor their effectiveness in meeting the class objectives | |
| General – to: | |
| Promote equal opportunities within the school and to seek to ensure the implementation of the school's equal opportunities policy. | |
| Take on any additional responsibilities which might, from time to time, be determined by the Principal or your line manager. | |
| Last Updated By: | HR |
| Date: | Aug 2025 |

| Person Specification | | Essential / Desirable |
|---|-----------|-----------------------|
| Qualifications | | |
| Teaching Qualification- i.e. PGCE, Diploma in Education and Training, or Equivalent | | E |
| Qualified Teacher Status | | E |
| For Secondary - A degree or equivalent qualification in the subject area, or in a related discipline | | E |
| Knowledge & Understanding | | |
| An understanding of the needs and motivations of children and young people | | E |
| Professional knowledge of what constitutes high quality and standards in teaching and learning | | E |
| Professional understanding of safeguarding within a school setting | | E |
| Experience | | |
| Proven ability as an excellent classroom teacher | | E |
| Experience of raising and/or maintaining good standards of student attainment and Progress | | E |
| Experience of assessing student progress and providing effective feedback | | E |
| Skills & Abilities | | |
| Ability to use a range of teaching strategies to engage students and support learning | | E |
| Ability to foster and promote good working relationships within the school and across the trust. | | E |
| Ability to foster and promote positive relationships with parents and carers | | E |
| A commitment to raising achievement | | E |
| Good ICT skills and the ability to use modern technology effectively within the classroom. | | E |
| Ability to communicate confidently and clearly, using correct sentence structures and vocabulary appropriate to the audience, including pupils, parents, and colleagues | | E |
| Ability to select and adapt vocabulary swiftly and effectively to suit the context and the needs of individuals, such as pupils at various developmental stages, parents, and staff | | E |
| Ability to listen attentively and empathetically to pupils, parents, and colleagues, accurately understanding their individual needs and concerns | | E |
| Ability to tailor communication style to different audiences, ensuring clear, sensitive, and effective responses even in complex or challenging situations | | E |
| Personal Attributes | | |
| Passion and enthusiasm for learning and the ability to convey this to students | | E |
| A commitment to further your own professional development and to the principle of continuous improvement | | E |
| Emotionally intelligent and able to build trust with others | | E |
| Resilient, with the ability to work under pressure and be able to meet deadlines | | E |
| Commitment to safeguarding and promoting the welfare of children and young people | | E |
| Commitment to promoting equity, diversity, and inclusion to ensure all children and young people have equal opportunities to succeed | | E |
| Committed to upholding the Christian ethos of the School | | E |
| Last Updated By: | HR | Date/Time: |
| | | Aug 2025 |