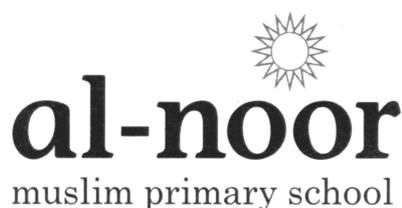


TEACHERS' JOB DESCRIPTION

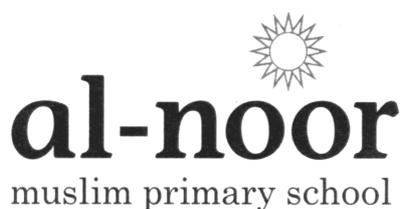


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Teachers must carry out their professional duties under the reasonable direction of the head teacher. They must:

- Cultivate and promote love for Islam and Islamic values within pupils;
- Be cognizant of the school's policies, aims, objectives and organisational procedures in such a way as to contribute positively, sensitively and harmoniously to their achievement;
- Take responsibility for the progress of a class of primary age pupils across the curriculum;
- Teach, according to their educational needs and the primary national curriculum, the pupils assigned to them, including the setting and marking of work to be carried out by the pupil at school or elsewhere;
- Undertake activities as may be necessary to carry out an assessment of pupil progress and levels of achievement, including the administration and supervision of tests or examinations as may be necessary;
- Provide reports on pupils and make relevant records and reports on the academic, personal and social needs and progress of the pupil;
- Promote the well-being and progress of each pupil;
- Plan, prepare and deliver schemes of work and lessons, that cater for the needs of the whole ability range within their class;
- Advise and co-operate with other teachers on the preparation, development, review and evaluation of schemes of work, teaching programmes, materials, methods of teaching and assessment and pastoral arrangements;
- Participate in team and staff meetings, CPD, coaching, mentoring and co-coaching to raise standards;
- Take part in cover arrangements;
- Take part in managing other staff and in arrangements for recruiting staff if required;
- Attend and, from time to time, deliver assemblies;
- Supervise pupils at periods before, during and after school as assigned on the appropriate rotas;
- Review from time to time their methods of teaching and programmes of work and participate in arrangements for further training and professional development as a teacher, staying up to date with changes and developments in the National Curriculum;
- Consult with parents and be available for consultation by parents;
- Order competitively priced learning resources for the teaching-learning needs of their class, according to the school's procedural policy;
- Organise the classroom and learning resources to create a positive learning environment;
- Motivate pupils with enthusiastic, imaginative presentations;
- Maintain discipline according to the behaviour management policy of Al-Noor School;
- Regularly mark pupil work according to the school's marking policy, to facilitate positive pupil development and academic progress;
- Provide feedback to parents on a pupil's progress at parents' evenings and other (often less formal) meetings;
- Co-ordinate activities and resources within a specific area of the curriculum as assigned by the headteacher, and support colleagues in the delivery of this area;
- Work with parents and the wider school community to maximise their involvement in the school and the development of its resources, learning opportunities and curriculum.
- Support the wider school curriculum and objectives by supporting non-curricular events out of school hours and after-school clubs whenever possible.
- Provide robust subject leadership for the teaching of Arabic at the school, in association with and supporting colleagues in the delivery of this area;
- Perform any other duty allocated by the headteacher from time to time.

TEACHER - PERSON SPECIFICATION



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Faith

1. As a teacher at Al-Noor Primary your behavior and conduct must be beyond reproach and you must be an excellent role model for all pupils. This includes modeling enthusiasm for learning. You should share and espouse the school's values through word and deed with vigour. It is also essential that teachers adhere to the beliefs and practices of Ahl-us-Sunnah and adhere to the staff code of conduct and DfE professional standards for school teachers.

Qualifications, Training & Experience

2. An Honours degree, as recognised by a British university, or its equivalent. In addition, level 2 qualifications or higher, in Maths, English, Science and ICT.
3. Preferably QTS and further higher education.
4. Prior experience of: planning, assessment, school improvement, Behaviour management, use of ICT.
5. Preferably prior teaching experience in a UK primary school and experience of subject leadership.

Knowledge and Understanding

6. Teachers should demonstrate that they have a thorough and up-to-date knowledge of the teaching of the UK Primary National Curriculum at the appropriate Key Stage. They should take account of wider curriculum developments which are relevant to their work.

Planning

7. Teachers should demonstrate that they consistently and effectively plan lessons and sequences of lessons, in the long, medium and short-term, to meet pupils' individual learning needs.

Teaching, Managing Pupils and Maintaining Discipline

8. Teachers should demonstrate that they consistently and effectively use a range of appropriate strategies for teaching and for classroom and behaviour management. Never harsh, their warmth, understanding and firm integrity enables them to earn respect and love from their pupils. They have a positive and compassionate approach to behaviour management and follow the behaviour management policy of Al-Noor School closely.

Assessment and Evaluation

9. Teachers should demonstrate that they consistently and effectively use information about prior attainment to set well-grounded expectations/targets for pupils and monitor their progress to give clear and constructive feedback. They should also consistently review their own lessons to feedback improvements into future lessons.

Pupil Progress

10. Teachers should demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress at a better rate than similar pupils nationally. This should be shown through pupil performance in relevant national tests or assessments or other forms of school based assessment. This includes all pupils, including vulnerable ones such as those with special educational need and minority groups.

Wider Professional Effectiveness

11. Teachers should demonstrate that they take responsibility for their professional development and use the outcomes to improve their teaching and pupil learning.
12. Teachers should demonstrate that they make an active contribution to developing and implementing the policies and aspirations of the school. They should actively cooperate with staff and the wider school community to foster and develop a strong, successful and united school.
13. Teachers should set a good example in terms of dress, punctuality and attendance and be proactive in matters relating to health and safety.
14. Teachers should be committed to actively committed to Safeguarding children and protecting the safety, welfare and well-being of all pupils at all times.
15. Teachers should actively work towards school improvement and ensuring the school is always in full compliance with school regulations.

Professional Characteristics

16. Teachers should demonstrate that they are effective professionals who challenge and inspire pupils to help them deepen their knowledge and understanding. They link pupils' knowledge to earlier learning and develop ways to encourage it further. They develop and foster the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude. They support all pupils to do their best through:
 - (a) inspiring trust and confidence,
 - (b) building team commitment,
 - (c) engaging and motivating pupils,
 - (d) analytical thinking,
 - (e) positive action to improve the quality of pupils' learning.