



## ROLE PROFILE

### Form Tutor



<b>Job Family</b>	Teaching
<b>Report To</b>	Headmistress
<b>Direct reports</b>	None
<b>Status</b>	Permanent contract
<b>Hours</b>	Full Time

#### Purpose of the role:

To be an exemplary teacher, taking responsibility for teaching, learning, curriculum provision and pastoral care for the children within the School. The teacher will be an ambassador for the School, promoting our vision and values at all times

The teacher will be responsible for the planning and implementation of appropriate and agreed schemes of work, ensuring that these are in line with both national frameworks and School policies. The teacher will be responsible for managing support staff who assist in their lessons.

Key to this role is the maintenance of attainment and assessment records and reporting on pupils' progress to senior staff, parents and carers, in accordance with School policy.

#### Key Responsibilities:

##### PASTORAL

- Establish a safe and stimulating environment for pupils of all abilities, needs and ages, rooted in and encouraging mutual respect that significantly develops learning
- Effectively promote and demonstrate the positive attitudes, values and behaviour which are expected of pupils
- Ensure children are supported, and their work is valued, through the provision of high quality, interactive displays and learning walls.

##### TEACHING AND LEARNING

- Develop, plan and deliver progressive and comprehensive schemes of work that challenges pupils, promotes high levels of interest, and offers an age-appropriate broad, balanced and stimulating learning opportunities.
- Demonstrate a clear knowledge of pupils' individual capabilities and their prior knowledge and plan teaching to build on these. Create opportunities for pupils to reflect on the progress they have made and enable them to set individual targets to significantly develop their performance
- Set goals and targets based on an in-depth knowledge of individual and groups of pupils that enthuse, motivate and challenge all pupils, ensuring appropriate provision for children identified with SEN or EAL requirements and those identified as more able.
- Be accountable for continuously high levels of pupils' attainment, progress and outcomes in line with School's procedures.
- Inspire pupils to develop an enthusiasm to become independent learners and foster a life-long interest in personal development; providing learning opportunities that are underpinned by enquiry and exploration and encouraging pupils to engage in reflective practice and
- Implement clear practices for marking and assessing pupil's work and provide constructive

feedback to help pupils reflect upon and improve the quality of their work; complying with the Marking and Feedback policy and ensuring that all pupils acquire and consolidate the knowledge, skills and understanding required for future learning.

- Ensure excellent pupil progress through effective observation, planning, assessment, progress tracking and reporting.
- Monitor, evaluate and report on progress in line with School's procedures, identifying any focus learning requirements and challenge provision for more able learners.
- Work closely with the Learning Support team in coordinating support for pupils with SEN and opportunities to extend higher attaining learners.
- Communicate and consult with parents and carers about children's progress and attainment, preparing informative and effective assessment and reporting in line with School policies and procedures.

## **SAFEGUARDING**

- Engage in all safeguarding training as required and adhere to all regulatory requirements.
- Carry out all duties with due regard and a personal commitment to the School's safeguarding, equality and health and safety policies and procedures, along with the staff code of conduct
- Ensure that all safeguarding concerns are reported in a timely manner and in line with policy.

## **PROFESSIONAL STANDARDS**

- Be committed to continuing professional development, keeping abreast of developments in curriculum and subject areas and pedagogical approaches.
- Attend all INSET and staff training events.
- Contribute to the extra-curricular life of the School by offering clubs and activities after school.
- Contribute fully to the wider life of the school, including but not limited to attendance at School engagements / events and the promotion of the School within the wider community.
- Work co-operatively alongside members of the wider school team, demonstrating flexibility and initiative, fostering a cooperative and positive culture and acting as a role model to others.
- Develop excellent relationships with parents/carers, encouraging and promoting home/school partnerships through clear and open communication and consultation.
- Develop effective links with the local community, and identify further opportunities to enrich the curriculum, enhance teaching and to develop pupils' wider understanding.
- Use a range of strategies to model and promote positive behaviour in line with the School Values and behaviour expectations.
- Conduct school assemblies and arrange visiting speakers.
- Comply with the timetables and Duty Rota, including the provision of late-night duties as scheduled.
- Undertake wider staff responsibilities and such additional duties as might be reasonably requested by the Headmistress or other authorised person including, but not limited to, covering lessons and staff duties.

## **Other Duties:**

This job description is a broad picture of the post at the date of preparation. It is not an exhaustive list of all possible duties, and it is recognised that jobs change and evolve over time. Consequently, this is not a contractual document and the postholder will be required to carry out any other duties to the equivalent level that are necessary to fulfil the purpose of the job.

Person Specification		
	Essential	Desirable
<b>A. Qualifications</b>	<ul style="list-style-type: none"> <li>Relevant Degree (A, I)</li> <li>Qualified Teacher Status (QTS) (A, I)</li> </ul>	<ul style="list-style-type: none"> <li>Recent and relevant CPD (A, I)</li> <li>Paediatric first aid (A, I)</li> </ul>
<b>B. Experience (Teaching &amp; Learning)</b>	<ul style="list-style-type: none"> <li>Experience across KS1 &amp; KS2 (A, I)</li> <li>Plans and delivery incorporate innovative approaches to enrich pupil experience (A, I)</li> <li>Uses data, including standardised and school-based assessments, to drive continuous improvement (A, I)</li> <li>Promotes a culture of high expectations and appropriate challenge (R)</li> <li>Committed to personalised learning approaches, to ensure success for every child. (A, I)</li> <li>Enables inclusive and flexible learning choices and effective paths that lead to pupil success (A, I)</li> </ul>	<ul style="list-style-type: none"> <li>Experience of delivering best practice in teaching and learning within a Prep school environment (A, I, R)</li> <li>Relevant experience of subject coordination. (A, I, R)</li> <li>Understands future curriculum developments (A, I)</li> <li>Thorough knowledge of Independent Schools Regulations for compliance and quality of education (I)</li> </ul>
<b>C. Collaboration</b>	<ul style="list-style-type: none"> <li>Builds and sustains reciprocal relationships and leverages those partnerships to cultivate inclusive, caring and culturally responsive school communities (A, I, R)</li> <li>Promotes partnership with parents / carers, to enhance children's enjoyment, wellbeing, achievement and personal development (R)</li> <li>Communicate effectively with the school community and outside agencies (A, I, R)</li> <li>Treats people fairly, equitably, and supports a positive school ethos (R)</li> <li>Demonstrates balanced and fair judgement (R)</li> </ul>	
<b>D. Safeguarding</b>	<ul style="list-style-type: none"> <li>Undertakes training in line with the expectations set out in the latest version of Keeping Children Safe in Education (KCSIE). (A, I, R)</li> <li>Keeps up to date with local and national initiatives, announcements, guidance and legislation. (I)</li> <li>Knows when and how to report a concern (I)</li> </ul>	<ul style="list-style-type: none"> <li>DDSL trained</li> </ul>
<b>E. Equal Opportunities</b>	<ul style="list-style-type: none"> <li>Understands of the requirements of Equality and Diversity and how they can be addressed in schools (I, R)</li> </ul>	
<b>F. Equal Opportunities</b>	<ul style="list-style-type: none"> <li>Understands of the requirements of Equality and Diversity and how they can be addressed in schools (I, R)</li> </ul>	
<b>G. Skills and Personal Qualities</b>	<ul style="list-style-type: none"> <li>Be focused, aspirational, independent and resilient (A, I, R)</li> <li>Good ICT skills (A, I)</li> <li>Organised and able to maintain accurate records (A, I, R)</li> <li>Able to think and plan strategically and manage the classroom (A, I, R)</li> <li>Have the ability to reflect on own practice (A, I, R)</li> </ul>	
Attributes measured by: A – Application   I – Interview   R – Reference		