

Associate Teacher Role Description

Teachers' standards - GOV.UK

The Teachers' Standards apply to:

- Trainee teachers working towards QTS
- Early Career Teachers (ECTs) completing their statutory induction period
- Teachers in maintained schools

Planning, Teaching and Class Management

- Plan and teach well-structured lessons considering the needs of individual pupils and identify clear teaching objectives and specifying how they will be taught and assessed.
- Be aware of those with SEND, English as an additional language, Pupil Premium and very able pupils and structure appropriately differentiated tasks and activities.
- Produce relevant documentation to support the learning of students and track their progress e.g. seating plans, class data analysis.
- Make effective use of internal and external data, in order to build on prior attainment and monitor the ongoing progress of all students.
- Make accurate and productive use of formative and summative assessment to secure pupils' progress
- Manage behaviour effectively to ensure a positive and safe learning environment in line with the Behaviour Management policy of your placement school.
- Evaluate and reflect upon your own teaching to improve effectiveness;
- Develop and consistently demonstrate good subject and curriculum knowledge. Foster and maintain pupils interest addressing any misconceptions and misunderstandings.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils are acquiring in accordance with your school's homework policy.

Behaviour & Attitudes

- Conduct yourself **at all times** in accordance with statutory frameworks which apply to teachers and maintain professionalism including having high standards of attendance and punctuality.
- Recognise the need to safeguard pupils in accordance with school and government policies (Keeping children safe in education - GOV.UK)
- Be tolerant of and show respect for the rights of others including those with different faiths and beliefs.
- Engage in wider professional responsibilities, making a positive contribution to the wider life and ethos of the school; developing effective professional relationships with colleagues and knowing how and when to draw on advice and specialist support;
- Promote good and courteous behaviour both in classrooms and around the school by modelling.

Wider Responsibilities

- Develop a working knowledge of teachers' professional duties and legal liabilities.
- Establish effective working relationships and set a good example through presentation and personal and professional conduct;
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute to the life of the school through effective participation in staff meetings, and events including extra-curricular clubs and activities.
- Communicate effectively with parents/carers regarding pupil achievements and well-being.

Other Responsibilities

- Be aware of and comply with all school and University policies and procedures
- Be aware of and support difference and ensure equal opportunities for all
- **Attend and participate in all mandatory school, STP and University meetings, training and learning activities as required.**

In addition to the list above you are expected to fully engage in all aspects of study as directed by The University of Chester

Associate Teacher Person Specification

This person specification and has been created to help give you a clear understanding of the personal qualities and characteristics required of all trainees on our programme.

Qualifications

- GCSE Grade C (4) or above in English and Mathematics (or equivalent)
- 2.1 or above degree from a UK higher education institute (or equivalent). In some instances, we will accept a 2:2.

If your qualifications were gained outside of the UK, you will need to provide a UK ENIC statement of equivalency. If English is not your first Language, you may also be asked to complete and IELTS test to evidence your language skills

Personal Characteristics

You will:-

- Be flexible, motivated and resilient
- Demonstrate consistently high standards of professional and personal conduct at all times
- Maintain the highest standards of behaviour and morals both inside and outside of school. Care should be taken that you do not undermine public confidence in the school or profession.
- You will be punctual and available to carry out work in a regular and consistent manner.
- Be capable of managing the challenges of a demanding training year, including balancing academic learning and assignments with lesson planning, lesson delivery and immersion in school life
- Demonstrate that you have enthusiasm for working with children and young people and an ability to build positive relationships based on mutual respect whilst observing boundaries appropriate to your role.
- Be prepared and willing to immerse yourself in the life of the school, including pre and after school meetings, CPD sessions, clubs and other extra-curricular activities.
- Show consideration and respect for others including colleagues, pupils and parents or carers.

Suitability and Safer Recruitment

- You will be subject to appropriate pre-selection checks which will include (but may not limited to)
 - Enhanced DBS Criminal records and Children's Barred list checks
 - A minimum of 2 satisfactory references. If you have studied for your degree within the last 5 years, you must provide 1 Academic and 1 professional referee. Wherever possible you must provide a professional e-mail address for all referees.
 - We will carry out an online search for any information that is available publicly as part of our commitment to safer recruitment
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Physical Health & Wellbeing

- You will complete a Declaration of Health Questionnaire as part of University of Chester's Admissions policy to ensure that have the health and physical capacity to teach without constituting a risk to the health & safety yourself and pupils.
- If you share that have a disability or additional needs, you must be willing to engage with us and the University's disability team to ensure that an appropriate academic and school-based learning support plan can be actioned.
- You will have a willingness to support wellbeing. The programme can be very pressured you are encouraged to make time for your own wellbeing and create a healthy work/life balance.