

## Annex A. Standard Graduate Teacher Job Description

### Main job purpose

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Under the supervision, instruction and guidance of suitable qualified teaching staff and managers (i) to support the teaching and learning of pupils and students; (ii) to undertake such specific additional roles and responsibilities as may be specified; (iii) to contribute to the operation and development of the school and (iv) to gain knowledge and understanding about working in schools and about teaching to enable the individual to make an informed decision about teaching as a career.

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### Main duties and responsibilities

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#### 1. Working with teachers/ teaching and learning

1.01 Under the supervision of teaching staff, within a pre-determined lesson framework and in accordance with school policy and procedure, teach whole or part lessons or other learning activities to whole classes.

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1.02 Under the supervision of teaching staff, with a pre-determined learning framework, work directly with and support the learning of individual Learners or small groups of Learners adjusting learning activities to meet the individual or group's learning needs including those with SEND.

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1.03 Support the planning and preparation of lessons and other learning activities with teaching staff, participating in all states of the planning and preparation cycle including the production of the lesson or other learning plan, the setting of learning objectives for that lesson or other learning plan and the identification, development and preparation of any resources required to support the delivery of that lesson or other learning plan having regard to Learners' needs.

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1.04 Organise, prepare and manage the appropriate and safe learning environment and other resources required for or to support delivery of the lesson plan or other learning activity having regard to individual Learners' needs.

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1.05 Support and assist teaching staff to plan planning, monitoring, assess and more generally manage the delivery of lessons to raise the standards of achievement for all Learners having regard to special or individual needs such as SEN, EAL, GT for example.

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1.06 Monitor and assess learner responses to lessons and learning activities using appropriate strategies including: (i) recording progress and achievement; (ii) providing evidence of progress and attainment to teaching staff and Learners; (iii) giving detailed feedback on lesson content, Learners' responses to learning activities and Learners' behaviour; and (iv) modifying learning content/ activities/ objectives/ methods.

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1.07 Under the supervision of teaching staff, support the delivery of lesson and other learning activities.

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1.08 Promote and support the effective use of ICT in teaching and learning and in supporting and developing Learners' competency and independence in the effective use of ICT.

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1.09 Administer and mark/ assess tests, invigilate exams and mark Learners' work under supervision of teaching staff.

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1.1 Contribute to and support the identification, planning and organisation of out of school learning activities, visits and trips in line with schools' policies and procedures including accompanying teaching staff and Learners on such activities, visits or trips and escorting and supervising individual or groups of Learners on such activities, trips or visits under the supervision of teaching staff.

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1.11 Establish and maintain constructive and supportive relationships with parents and carers including exchanging appropriate information, responding to enquiries and concerns, facilitating their support for their child's attendance, access and learning and supporting home to school and community links and supporting and contributing to meetings with parents and carers providing constructive feedback on their child's behaviour, progress, achievement or attainment.

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2. Working with Learners

2.01 Develop positive, productive relationships with Learners by encouraging them to interact and work co-operatively with others, by engaging all Learners in activities, by supporting Learners consistently whilst recognising their individual needs, by assessing the needs of Learners and using developing knowledge and skills to support their learning, by acting as a role model setting high expectations and by promoting and reinforcing Learners' self-esteem and independence.

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2.02 Support and assist the development, implementation and delivery of Education, Health and Care Plans (EHC) and other behaviour plans, including the setting and monitoring of targets.

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2.03 Support teaching staff to monitor and assess individual Learners participation, progress, and achievement including providing accurate and constructive feedback to individual Learners on their progress and achievement, providing accurate and regular feedback to teaching staff on individual Learners participation, progress and achievement and by assisting in the maintenance of accurate progress and achievement records and the analysis of such records.

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2.04 Develop positive, productive relationships with Learners by encouraging them to interact and work co-operatively with others, by engaging all Learners in activities, by supporting Learners consistently whilst recognising their individual needs, by assessing the needs of Learners and using developing knowledge and skills to support their learning, by acting as a role model setting high expectations and by promoting and reinforcing Learners' self-esteem and independence.

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2.05 Work as part of intervention strategy groups (e.g. Systematic Synthetic Phonics, Mathematical reasoning or problem solving activities).

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2.06 Use their specialist subject or other knowledge, skills, experience and qualifications, if appropriate to context to support learners.

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3. Working in and as part of the School

3.01 Be aware of, understand and carry out the duties and responsibilities of the post in compliance with the school's policies and procedures and relevant legislation and other guidance related to safeguarding and child protection, health and safety, security, first aid, confidentiality and data protection reporting any concerns to the appropriate person.

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3.02 Understand and carry out duties and responsibilities in accordance with school policies and procedures related to racism, bullying, harassment, victimisation and others forms of abuse, recognising any incidents of such and, where applicable, making individual(s)

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concerned understand it is unacceptable, bringing such incidents to the attention of an appropriate person and encouraging equal opportunity in accordance with the school's policies and procedures.

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3.03 Be aware of, understand the school's policies and procedures related to discipline and behaviour management and to carry out the duties and responsibilities of the post in compliance with these policies and procedures supporting the maintenance of discipline and good behaviour throughout the school.

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3.04 Use appropriate behaviour management strategies, in line with school policy and procedure, to anticipate and manage behaviour constructively, promoting good behaviour, self-control and independence, encouraging Learners to interact and work co-operatively with others and contributing to a purposeful learning environment.

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3.05 Supervise students at other times other than during lessons according to school duty arrangements.

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3.06 Be involved in and support extra-curricular activities as required.

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3.07 Be aware of, know and understand the school's ethos (its mission/ vision aims and objectives) and the context and environment in which it operates and positively contribute to the school ethos, where opportunity exists, by attending relevant meetings and contributing to the development of policies, procedures and curriculum.

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3.08 Under supervision of teaching staff, receiving instructions from other professional or specialist support staff (social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists for example) involved in pupil/ student education and more generally establish constructive relationships and communicate with other professional or specialist support staff and representatives of other stakeholders involved in pupil/ student education.

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3.09 Provide support and assistance for Learners' pastoral needs, for example, maintaining personal equipment used by Learners at school, administering medication as agreed, dressing, caring for sick, injured or distressed Learners.

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3.1 Proactively engage in and contribute to the operation and development of the school wider school by, having regard to opportunities made available to them to participate in school staff meetings, participate and to take advantage of training and development events (INSET days) and other such meeting and events.

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3.11 Develop understanding of duties, roles and responsibilities of other key school staff by working with and alongside them to support completion of key activities including, for example, data entry.

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3.12 Undertake such other duties and responsibilities as may reasonable be required from time to time as requested by applicable or appropriate teaching staff, deputy head or the head.

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4. Working as part of the TryTeaching Scheme

4.01 Be aware of, know and understand the teachers' standards to use which form the backdrop to this scheme and which guide their professional practice development and to relate at all times and stages how and what they do in school may be related to the teaching standards.

4.02 Develop their guided online portfolio of evidence demonstrating (recognised through the award of digital badges) their personal development during their internship towards meeting the teachers' standards and towards gaining transferrable employment skills.

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4.03 Participate proactively in regular progress and appraisal meetings with their line manager/ School Mentor in accordance with the schools' requirements and the requirements of the TryTeaching scheme.

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4.04 Participate in and contribute to the operation and development of the TryTeaching Scheme by providing regular feedback and evaluations, by joining and participating in online TryTeaching communities and by sharing experience, resources and best practice with TryTeaching colleagues.

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5. Additional duties and responsibilities

5.01 Support the teaching of existing and newly emerging national learning strategies.

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Offer mentoring support and guidance for older Learners undertaking work experience activities within secondary schools.

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5.03 Promote Learners progression to higher education and, where appropriate, encourage and support Learners' applications to university and higher education institutions.

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5.04 Support Learners with speech and language difficulties under the guidance of the teacher or specialist support staff.

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