This NUT document gives guidance about the status and role of teachers' job descriptions, how they affect teachers' contractual rights and responsibilities and how to go about drafting the contents of job descriptions.

USING THIS DOCUMENT

This NUT guidance document about teachers’ job descriptions will assist all NUT members to assess the adequacy of their job descriptions in relation to their pay and responsibilities. It will also be valuable for headteachers, deputy and assistant heads, heads of department, teacher governors, school representatives and NUT local officers in any discussions on teachers’ job descriptions. Where any concerns cannot be rectified within the school, members’ problems should be referred to the NUT division or association or the appropriate NUT regional office/NUT Cymru for assistance.

The NUT has a separate guidance document, “Fair and Equal”, which deals with appointments procedures and considers the role and use of job descriptions and person specifications during the appointments process. NUT advice and guidance is also available separately on various other issues mentioned in this document such as the teachers’ pay structure and school salary policies, performance management and school inspections.

THE IMPORTANCE OF JOB DESCRIPTIONS

The purpose of a job description is to set out a fair, clear and mutually understood statement of the grading and salary of the post held by the teacher and the work and responsibility reasonably attached to that post. Developments in education such as threshold assessment, performance management and school inspection make it essential for the effective protection of members’ interests for all teachers to have clear job descriptions setting out in writing what reasonably may be expected of them.

Job descriptions assist in a number of ways. They can help to reduce the scope for differences of interpretation as to what should and should not be expected of each teacher. This can protect teachers during appraisal and inspection as well as assisting with everyday school management. They can help to prevent discrimination and the imposition of excessive or unreasonable workload demands. Equally, they can help to ensure proper recognition in terms of salary for additional responsibilities.

The Union believes that fair, clear and accurate job descriptions have a vital role to play in protecting members’ interests. This document provides guidance on the status of job descriptions and on how they should be constructed. It includes a recommended framework for job descriptions and a series of specimen job descriptions which, although not intended to be exhaustive, should be used for reference in any discussions on this matter.
School Management

The purpose of a School Development Plan is to set out the school’s objectives. The realisation of these objectives depends particularly upon the staff of a school and this in turn requires the development of a staffing structure which allocates fairly to individual members of staff the particular responsibilities which have to be discharged to attain those objectives. Proper job descriptions are an essential part of that process for the purposes both of good management of the school and of the proper protection of the interests of the teachers in the school.

Although all teachers’ statutory professional duties are the same, individual teachers play different roles within their schools. According to their posts, therefore, their particular responsibilities will be very different. Teachers’ job descriptions must describe the post held, rather than the postholder. If this distinction is not observed, the school staffing structure will not be sufficiently sensitive to cope with the impact of individual staffing changes in the school. A proper staffing structure and associated job descriptions are therefore crucial to the effectiveness of the school, the determination of proper salaries for teachers and the prevention of unreasonable workloads upon teachers individually and collectively.

Ensuring Fair Pay

The teachers’ salary structure provides considerable discretion to headteachers and governing bodies. Job descriptions are particularly important in relation to the fair allocation of management allowances to teachers who undertake additional responsibilities. Also, teachers’ incremental progression is dependent on the annual award of experience points, which may be withheld if the governing body determines that the teacher’s performance has been unsatisfactory. Job descriptions which define a teacher’s role and responsibilities will materially help to prevent abuse of this power by schools.

Performance Management

Performance management cannot be carried out effectively without an accurate job description for each teacher. Unless teachers and their managers have a clear, comprehensive and mutual understanding of teachers’ work before the performance management process starts, problems will undoubtedly arise. Accurate job descriptions can provide vital safeguards by defining the scope of a teacher’s job within the school and by ensuring that tasks or activities that may be taken on voluntarily by teachers are not confused with their formal responsibilities.

Inspection

The school inspection system has also increased the importance of proper job descriptions. The absence of such job descriptions, or vague and inadequate job descriptions, could lead to teachers being unfairly held responsible for shortcomings in activities which have never been assigned to them.
Workload

The use of job descriptions is likely to assist with fair distribution of workload within a school’s teaching staff. By defining the scope of each teacher’s duties, they help to prevent the imposition of unreasonable workloads upon individuals or cuts in staffing without a corresponding reduction in activities.

Equal Opportunities

Discrimination can be prevented and fair and equal pay and employment policies ensured where job descriptions define clearly the particular responsibilities of individual teachers. Clearly defined job descriptions are also essential to ensure fairness in appointments procedures and any redundancy procedures.

THE STATUS AND ROLE OF JOB DESCRIPTIONS

The job description should indicate the scope of each teacher’s responsibilities and, hence, impose particular obligations upon that teacher. The job description cannot, however, impose obligations which are not part of the statutory professional duties laid down in the School Teachers’ Pay and Conditions Document. The list of professional duties in the Document is exhaustive and cannot be added to by means of a job description. Similarly, other employment rights and duties set out in the ‘Burgundy Book’ conditions of service document and in local agreements are not subject to extension or modification by job descriptions. Finally, the entitlements of newly-qualified teachers during their induction period as set out in DfES guidance cannot be modified by means of job descriptions or otherwise.

The job description of a teaching post should state clearly that the post is one to which these rights and duties apply. The list of professional duties in the Pay and Conditions Document should be attached as an annex to the job description so that its limits are clear to all concerned.

Job descriptions should therefore be regarded as a supplement to the contract to provide a valuable degree of protection against any unreasonable demands.

There is no statutory guidance on job descriptions. Detailed advice last appeared in the guidance accompanying the 2002 School Teachers’ Pay and Conditions Document as follows:

“Job descriptions should be agreed at the time of appointment and kept up to date. This is particularly important for classroom teachers awarded management allowances. Teachers’ duties are set out in paragraph 58 of the (School Teachers’ Pay and Conditions) Document. A job description does not qualify a teacher’s obligation to undertake these duties under the reasonable direction of the headteacher; but it indicates how these generic duties are expected to apply to the teacher’s work in the school”.

and remains good practice.
Particular emphasis should be given to the importance of consultation with the postholder concerned in order that job descriptions are agreed as the DfES recommends.

**DRAWING UP JOB DESCRIPTIONS**

The Union recommends that teachers’ job descriptions should follow the framework set out below. The specimen job descriptions appended to this guidance have been drawn up in accordance with this framework.

**Introduction** – To name and briefly describe the school, including the number of pupils and teachers, thereby setting out the overall framework within which the teacher discharges his/her responsibilities.

**Title and grade of post** – To state the title of the post; to identify whether it is full or part-time; to define the class teaching year group; responsibility; and to set out any management allowance attached to the post.

**Purpose of the job** – To state briefly how the post fits into the school staffing establishment.

**Employment duties** – to read as follows: “this job description is to be performed in accordance with the attached provisions of the School Teachers’ Pay and Conditions Document and within the range of teachers’ duties set out in that document” (the list of duties should be appended to the job description).

**Relationships** – To describe the relationships involved in the post – to whom the postholder is accountable, with whom he/she liaises and for whom he/she is responsible.

**Particular responsibilities** – To describe the particular responsibilities which are allocated to the postholder as part of the overall requirements upon the school to deliver the education service and the school’s aims.

**Key tasks** – To describe any “key tasks” allocated to the postholder as part of the particular responsibilities to be performed (they should identify specific, rather than general, matters to be carried out in order to discharge those responsibilities).

**Responsibility for Drafting Job Descriptions**

If job descriptions are to serve their purpose properly, they should always be agreed with the postholder. A disputed job description is not a sound basis for salary assessment or appraisal and is likely to cause a grievance at some stage. In particular, a job description should always remain consistent with any management allowance attached to the post (except only where those management allowances are formally “safeguarded”, as detailed separately in this guidance).
Teachers should therefore be consulted about the drafting of their job descriptions and given the opportunity to comment on their contents. Under no circumstances however, should teachers undertake the writing of their own job description. This is the direct responsibility of headteachers or other senior nominated staff.

**Signing Job Descriptions**

The Union advises members that the agreement of a job description should be recorded in writing by its being signed both by the teacher and by the headteacher or relevant senior member of staff.

**Amending Job Descriptions**

As indicated previously, job descriptions are not a set of employment contract terms for the postholder. They may therefore be amended from time to time as demands upon a school change and develop.

As with the initial drafting of job descriptions, this should be the subject of consultation with the teacher concerned and any amendments should be by agreement only. In particular, variations of job descriptions should never in themselves be used as vehicles for diminishing teachers’ responsibility status and never for increasing responsibility without matching salary recognition.

**Safeguarded Salaries**

Teachers who lose their posts as a result of school closures or reorganisation, or as a result of redeployment or reduction in school size, are entitled to have their former salary entitlement safeguarded while they continue to be employed by the same authority.

In such circumstances, teachers will therefore find themselves occupying posts of a lower grade than that of their safeguarded salary. Their “substantive post” (that at the lower grade) should have a job description commensurate with the grading of that post.

The teacher’s entitlement under the Pay and Conditions Document to a safeguarded salary is wholly separate. Any additional responsibilities beyond those commensurate with the grading of the substantive post should be by consultation and agreement only. Any agreed changes in responsibilities should result in appropriate changes to the grading and job description of the substantive post whether or not such changes do or do not obviate the need for continuing safeguarding.

In the normal course of events, it is expected that LEAs would give every assistance to a teacher in these circumstances to secure a new post at the former salary level.

**Extra-Curricular Activities**

As stated earlier, no teacher can be required by means of a job description to undertake duties which are not part of the statutory list of duties laid down in the Pay and Conditions Document. Certain job descriptions (see, for example, the attached specimen for a teacher of drama) may specify, however, that curriculum-related
responsibilities attach to a teaching post in respect of activities which do not always take place during the school day. Such activities may include, for example, drama productions or out-of-school visits.

Time spent on such activities is part of directed time and counts towards the 1265 hours. Where the work is undertaken other than during one of the school days, it should be one of the 195 days or, if involving work with pupils, one of the 190 days.

SPECIMEN JOB DESCRIPTIONS

The following specimens are examples of how job descriptions for teachers with different levels of responsibility should be constructed.

Teachers’ particular responsibilities will, of course, reflect such variable matters as the internal organisation or size of their schools and, consequently, job descriptions and levels of management allowances will vary substantially in practice between schools. The following examples are, therefore, intended only to serve as illustrative models. They are not intended to be exhaustive nor to be regarded as invariable models for the posts to which they relate.

Job descriptions for posts of responsibility should, of course, include appropriate references to the teacher’s basic duties as a classroom teacher (see the specimen job descriptions for teacher with no management allowance) in addition to references to the additional duties of the post. Job descriptions for heads of department must obviously always include a reference to the overall responsibility for the particular curriculum area.

FURTHER ASSISTANCE

School representatives are advised to contact their local NUT association or NUT Regional Office for advice and assistance in the case of any dispute arising over the content of a job description which cannot easily be resolved within a school.

National Union of Teachers
October 2004
PRIMARY CLASSROOM TEACHER (1)

1. **Title and Grade of Post**
   
   Class Teacher – No management allowance.

2. **Purpose of the Job**
   
   To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

3. **Applicable Contract Terms and Duties**
   
   This job description is to be performed in accordance with the attached provisions of the School Teachers’ Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the postholder’s title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the ‘Burgundy Book’) and to locally agreed conditions of employment to the extent that they are incorporated in the postholder’s individual contract of employment. Copies of the relevant documents are available for inspection at the school.

4. **Relationships**
   
   The postholder is responsible to the headteacher for his/her teaching duties and responsibilities and for teaching tasks.

   The postholder may be responsible for the supervision of the work of classroom assistants relevant to his/her responsibilities.

5. **Particular Responsibilities**
   
   The particular responsibilities attaching to the post of class teacher are as follows:

   (a) to teach, according to their educational needs, pupils assigned to him/her in the allocated class;

   (b) to control and oversee the use and storage of books and other teaching materials provided for class usage and to supervise the work of classroom assistant(s) relevant to the allocated class;

   (c) to maintain discipline in accordance with the rules and disciplinary systems of the school;

   (d) to contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole; and
(e) to promote equal opportunities within the school and to seek to ensure the implementation of the school’s equal opportunities policy.

6. **Key Tasks**

The key tasks attaching to the post of class teacher are as follows:

(a) to monitor and report to parents on the progress of pupils in the allocated class;
(b) to assess pupils’ achievements and progress in accordance with arrangements agreed within the school; and
(c) to mark class attendance registers.
PRIMARY CLASSROOM TEACHER (2)

1. **Title and Grade of Post**

Co-ordinator for Foundation Stage – Management Allowance 1.

2. **Purpose of the Job**

To provide leadership in the development and management of early years teaching of Foundation Stage pupils; and to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

3. **Applicable Contract Terms and Duties**

This job description is to be performed in accordance with the attached provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the postholder’s title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the ‘Burgundy Book’) and to locally agreed conditions of employment to the extent that they are incorporated in the postholder’s individual contract of employment. Copies of the relevant documents are available for inspection at the school.

4. **Relationships**

The postholder is responsible to the headteacher for his/her teaching duties and responsibilities and for teaching tasks.

The postholder interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them in order to promote mutual understanding of the school curriculum with the aim of improving the quality of teaching and learning in the school, with particular reference to nursery and early years.

The postholder is responsible for the co-ordinating and overseeing of the work of teachers, nursery nurses and classroom assistants allocated to work with Foundation Stage pupils.

5. **Particular Responsibilities*  

The particular responsibilities attaching to the post of Co-ordinator for Foundation Stage are as follows:

(a) to advise the headteacher and colleagues on the implementation of the QCA curriculum guidance for the Foundation Stage and the implementation of the discipline and pastoral care policies of the school;
(b) to co-ordinate and take day-to-day responsibility for the organisation and management of all staff involved in implementing the above;

(c) to maintain effective communication and continuity between Foundation Stage classes;

(d) to seek to ensure the effective use of the school’s equipment, resources and facilities for teaching of Foundation Stage pupils; and

(e) to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

6. **Key Tasks***

The key tasks attaching to the post of Co-ordinator for Foundation Stage are as follows:

(a) to monitor, in conjunction with other postholders, the implementation of the Foundation Stage curriculum and its assessment arrangements;

(b) to provide support to colleagues in the teaching of Foundation Stage pupils, co-ordinate, plan and lead in-service training relevant to this, and participate in meetings designed to integrate the work of the co-ordinator into the management of the school as a whole;

(c) to co-ordinate the requisition, storage, maintenance and deployment of resources and equipment needed for the teaching of Foundation Stage pupils in accordance with the school’s policy;

(d) to assist the headteacher in the preparation of reports relating to the teaching of Foundation Stage pupils, if these are requested by the LEA or the school’s governing body; and

(e) to contribute examples of Foundation Stage work to displays and make contributions relating to the teaching of Foundation Stage pupils to materials published about the school.

* The particular responsibilities and key tasks above will need to be supplemented by those common to all classroom teachers, as set out in the specimens for teachers with no management allowance.
PRIMARY CLASSROOM TEACHER (3)

1. Title and Grade of Post

Co-ordinator for Science – Management Allowance 2.

2. Purpose of the Job

To provide leadership in the development and management of a curriculum area and to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

3. Applicable Contract Terms and Duties

This job description is to be performed in accordance with the attached provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the postholder’s title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the ‘Burgundy Book’) and to locally agreed conditions of employment to the extent that they are incorporated in the postholder’s individual contract of employment. Copies of the relevant documents are available for inspection at the school.

4. Relationships

The postholder is responsible to the headteacher for his/her teaching duties and responsibilities and for teaching tasks.

The postholder interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them in order to promote mutual understanding of the school curriculum with the aim of improving the quality of teaching and learning in the school, with particular reference to Science.

The postholder may be responsible for the supervision of the work of classroom assistants relevant to her/his responsibilities.

5. Particular Responsibilities*

The particular responsibilities attaching to the post of Co-ordinator for Science are as follows:

(a) to advise the headteacher and colleagues on the use of information technology with reference to the implementation of National Curriculum Science requirements and other science activities and the broader relevance of science to the curriculum and the school’s aims and policies;

(b) to seek to ensure the effective use of the school’s equipment, resources and facilities for the teaching of Science; and
(c) to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

6. **Key Tasks**

The key tasks attaching to the post of Co-ordinator for Science are as follows:

(a) to monitor the implementation of the National Curriculum Science requirements and promote science as a teaching and learning tool in the primary curriculum;

(b) to provide support to colleagues in the teaching of science, co-ordinate, plan and lead in-service training relevant to this, and participate in meetings designed to integrate the work of the co-ordinator into the management of the school as a whole;

(c) to co-ordinate the requisition, storage, maintenance and deployment of resources and equipment needed for the teaching of science technology in accordance with the school’s policy;

(d) to assist the headteacher in the preparation of reports relating to the teaching of science if these are requested by the LEA or the school’s governing body; and

(e) to contribute examples of science work to displays and make contributions relating to the use of science to materials published about the school.

* The particular responsibilities and key tasks above will need to be supplemented by those common to all classroom teachers, as set out in the specimens for teachers with no management allowance.
SECONDARY

SECONDARY CLASSROOM TEACHER (1)

1. **Title and Grade of Post**

   Teacher of English – No Management Allowance.

2. **Purpose of the Job**

   To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

3. **Applicable Contract Terms and Duties**

   This job description is to be performed in accordance with the attached provisions of the School Teachers’ Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the postholder’s title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the ‘Burgundy Book’) and to locally agreed conditions of employment to the extent that they are incorporated in the postholder’s individual contract of employment. Copies of the relevant documents are available for inspection at the school.

4. **Relationships**

   The postholder is responsible to the headteacher in all matters, and to the Head of Department in respect of curricular matters and the Head of Year in pastoral matters.

   The postholder also interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them and to promote mutual understanding of the school curriculum with the aim of improving the quality of teaching and learning in the school.

5. **Particular Responsibilities**

   The particular responsibilities attaching to the post of Teacher of English are as follows:

   (a) to teach, according to their educational needs, pupils assigned to him/her in the allocated classes;

   (b) to control and oversee the use and storage of books and other teaching materials provided for class usage;

   (c) to maintain discipline in accordance with the rules and disciplinary systems of the school;
(d) to contribute to Department meetings, discussions and management systems necessary to co-ordinate the work of the Department and integrate this into the work of the school as a whole; and

(e) to promote equal opportunities within the school and to seek to ensure the implementation of the school’s equal opportunities policy.

6. **Key Tasks**

The key tasks attaching to the post of Teacher of English are:

(a) to monitor and report to parents on the progress of pupils in the allocated class;

(b) to assess pupils’ achievements and progress in accordance with arrangements agreed within the school; and

(c) to mark class attendance registers.
SECONDARY CLASSROOM TEACHER (2)

1. **Title and Grade of Post**

   Teacher of History (Responsible for Key Stage 3) – Management Allowance 1.

2. **Purpose of the Job**

   To assist the Head of a subject department in the development and management of a curriculum subject; and to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

3. **Applicable Contract Terms and Duties**

   This job description is to be performed in accordance with the attached provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the postholder’s title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the ‘Burgundy Book’) and to locally agreed conditions of employment to the extent that they are incorporated in the postholder’s individual contract of employment. Copies of the relevant documents are available for inspection at the school.

4. **Relationships**

   The postholder is responsible to the headteacher in all matters, and to the Head of Department in respect of curricular matters and the Head of Year in pastoral matters.

   The postholder assists the Head of Department in supervising the teaching and non-teaching staff allocated to work in the History Department.

   The postholder also interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them and to promote mutual understanding of the school curriculum with the aim of improving the quality of teaching and learning in the school.

5. **Particular Responsibilities***

   The particular responsibilities attaching to the post of Teacher of History (Responsible for Key Stage 3) are as follows:

   (a) to advise the Head of the History Department and colleagues on the implementation of National Curriculum History requirements and the teaching of Key Stage 3 History;

   (b) to co-ordinate and take day-to-day responsibility for the organisation and management of staff involved in implementing the above; and
(c) to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

6. **Key Tasks**

The key tasks attaching to the post of Teacher of History (Responsible for Key Stage 3) are as follows:

(a) to prepare and maintain, in consultation with colleagues, courses of study, teaching materials, teaching programmes, methods of teaching and assessment with reference to Key Stage 3;

(b) to co-ordinate, plan and lead in-service training for the above purposes under the general direction of the Head of the Department;

(c) to contribute to Department meetings, discussions and management systems necessary to co-ordinate the work of the Department and integrate this into the work of the school as a whole;

(d) to draw up and monitor the resource requirements of the Department with reference to Key Stage 3 History and, from time to time, to requisition resources and materials in accordance with arrangements made for the purpose;

(e) to make contributions relating to the work of the Department to materials published about the school; and

(f) to undertake in rotation with other members of the Department assigned administrative functions in relation to Departmental meetings.

* The particular responsibilities and key tasks above will need to be supplemented by those common to all classroom teachers, as set out in the specimens for teachers with no management allowance.
SECONDARY CLASSROOM TEACHER (3)

1. Title and Grade of Post

Teacher of Performing Arts (Responsible for Drama) – Management Allowance 2.

2. Purpose of the Job

To provide leadership in the development and management of Drama within the Performing Arts faculty; and to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

3. Applicable Contract Terms and Duties

This job description is to be performed in accordance with the attached provisions of the School Teachers’ Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the postholder’s title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the ‘Burgundy Book’) and to locally agreed conditions of employment to the extent that they are incorporated in the postholder’s individual contract of employment. Copies of the relevant documents are available for inspection at the school.

4. Relationships

The postholder is responsible to the headteacher in all matters, and to the Head of Faculty in respect of curricular matters and the Head of Year in pastoral matters.

The postholder also interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them and to promote mutual understanding of the school curriculum with the aim of improving the quality of teaching and learning in the school.

5. Particular Responsibilities*

The particular responsibilities attaching to the post of Teacher of Performing Arts (Responsible for Drama) are as follows:

(a) to advise the Head of the Performing Arts Faculty and colleagues on the teaching of drama;

(b) to co-ordinate and take day-to-day responsibility for the organisation and management of staff and resources involved in the teaching of drama;

(c) to co-ordinate and take day-to-day responsibility for extra-curricular drama work; and
(d) to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

6. **Key Tasks***

The key tasks attaching to the post of Teacher of Performing Arts (Responsible for Drama) are:

(a) to prepare and maintain, in consultation with colleagues, courses of study, teaching materials, teaching programmes, methods of teaching and assessment with reference to drama;

(b) to co-ordinate, plan and lead in-service training for the above purposes under the general direction of the Head of Faculty;

(c) to contribute to Faculty meetings, discussions and management systems necessary to co-ordinate the work of the Faculty and integrate this into the work of the school as a whole;

(d) to draw up and monitor, in consultation with the Head of Faculty, the resource requirements of the Faculty with reference to drama and, from time to time, to requisition resources and materials in accordance with arrangements made for the purpose;

(e) to maintain arrangements for reporting to parents on the progress of pupils undertaking studies in the Faculty in accordance with the school’s overall systems;

(f) to co-ordinate, plan and lead school dramatic arts productions related to the teaching of drama and the performing arts within the school and to organise and lead similarly related visits to curriculum-related performances of plays and other dramatic arts events;

(g) to make contributions relating to drama work to materials published about the school; and

(h) to undertake in rotation with other members of the Faculty assigned administrative functions in relation to Faculty meetings.

* The particular responsibilities and key tasks above will need to be supplemented by those common to all classroom teachers, as set out in the specimens for teachers with no management allowance.
SECONDARY CLASSROOM TEACHER (4)

1. Title and Grade of Post

Head of Year Eight – Management Allowance 3.

2. Purpose of the Job

To provide leadership in the development and management of pastoral work within the school with particular reference to a single year group; and to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

3. Applicable Contract Terms and Duties

This job description is to be performed in accordance with the attached provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the postholder’s title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the ‘Burgundy Book’) and to locally agreed conditions of employment to the extent that they are incorporated in the postholder’s individual contract of employment. Copies of the relevant documents are available for inspection at the school.

4. Relationships

The postholder is responsible to the headteacher in all matters, and to the Head of Department in respect of curricular matters and to the appropriate member of the school leadership group in respect of pastoral matters.

The postholder supervises those teaching staff allocated to work as part of the Year Tutors Team.

5. Particular Responsibilities*

The particular responsibilities attaching to the post of Head of Year are as follows:

(a) to advise the headteacher on the aims and policies of the school in pastoral matters and the resources needed to support these;

(b) to seek to ensure the effective use of the Year Base’s equipment, proper maintenance of the materials and fabric of the Year Base and the observance of relevant health and safety regulations;

(c) to maintain efficient and effective control of the Year Base’s budget; and

(d) to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.
6. **Key Tasks**

The key tasks attaching to the post of Head of Year are as follows:

(a) to co-ordinate, prepare and maintain pastoral programmes for the Year Group and supervise their implementation;

(b) to co-ordinate the organisation of pastoral Year Assemblies;

(c) to establish disciplinary arrangements and co-ordinate the overall administration of the disciplinary and detention systems within the policies of the school;

(d) to contribute to meetings, discussions and management systems necessary to co-ordinate the work of the Year Tutors Team and integrate this into the work of the school as a whole;

(e) to draw up and monitor the resource requirements of the Year Base and, from time to time, to requisition for resources and materials in accordance with arrangements made for the purpose;

(f) to devise arrangements for reporting to parents on the progress of pupils in the Year with regard to pastoral matters in accordance with the school’s overall policies;

(g) to assist the headteacher in the preparation of reports relating to the work of the Year Tutors Team to be made to the LEA and to the school’s governing body;

(h) to make contributions relating to the work of the Year Tutors Team to materials published about the school; and

(i) to liaise with outside agencies such as the Education Welfare service, social services and the police.

* The particular responsibilities and key tasks above will need to be supplemented by those common to all classroom teachers, as set out in the specimens for teachers with no management allowance.
SECONDARY CLASSROOM TEACHER (5)

1. Title and Grade of Post

   Head of Maths Department – Management Allowance 4.

2. Purpose of the Job

   To provide leadership in the development and management of a curriculum subject; and to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

3. Applicable Contract Terms and Duties

   This job description is to be performed in accordance with the attached provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the postholder’s title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the ‘Burgundy Book’) and to locally agreed conditions of employment to the extent that they are incorporated in the postholder’s individual contract of employment. Copies of the relevant documents are available for inspection at the school.

4. Relationships

   The postholder is responsible to the headteacher in all matters, to the appropriate member of the school leadership group in respect of curricular matters and the Head of Year in respect of pastoral matters.

   The postholder supervises the teaching and non-teaching staff allocated to work in the Maths Department.

   The postholder also interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them and, in particular, with other Heads of Department in order to promote mutual understanding of the school curriculum with the aim of improving the quality of teaching and learning in the school.

5. Particular Responsibilities*

   The particular responsibilities attaching to the post of Head of Maths are as follows:

   (a) to advise the headteacher on the aims and policies of the Maths Department and the resources required to implement these;

   (b) to co-ordinate the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment;
(c) to contribute to the selection for appointment and professional development of teachers and non-teaching staff including the induction and assessment of new and newly qualified teachers to work in the Department;

(d) to seek to ensure the effective use of the Department’s equipment, proper maintenance of the materials and fabric of the Department and the observance of relevant health and safety regulations;

(e) to maintain efficient and effective control of the Department’s budget; and

(f) to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

6. **Key Tasks***

The key tasks attaching to the post of Head of Maths are as follows:

(a) to monitor the work of the Department and to organise Departmental meetings to discuss the implementation of Departmental policy;

(b) to contribute to meetings, discussions and management systems necessary to co-ordinate the work of the Department and integrate this into the work of the school as a whole;

(c) to draw up and monitor the resource requirements of the Department and, from time to time, to requisition resources and materials in accordance with arrangements made for the purpose;

(d) to devise and maintain arrangements for reporting to parents on the progress of pupils undertaking studies in the Department in accordance with the school’s overall systems;

(e) to assist the headteacher in the preparation of reports relating to the work of the Department to be made to the LEA and to the school’s governing body; and

(f) to make contributions relating to the work of the Department to materials published about the school.

* The particular responsibilities and key tasks above will need to be supplemented by those common to all classroom teachers, as set out in the specimens for teachers with no management allowance.
SPECIAL SCHOOL TEACHER

1. **Title and Grade of Post**

   Special School Teacher – No Management Allowance; SEN Allowance

2. **Purpose of the Job**

   To teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the headteacher.

3. **Applicable Contract Terms and Duties**

   This job description is to be performed in accordance with the attached provisions of the School Teachers' Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the postholder’s title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales (the ‘Burgundy Book’) and to locally agreed conditions of employment to the extent that they are incorporated in the postholder’s individual contract of employment. Copies of the relevant documents are available for inspection at the school.

4. **Relationships**

   The postholder is responsible to the headteacher for his/her teaching duties and responsibilities and for teaching tasks.

   The postholder is responsible for liaison with special needs support services and other outside agencies as appropriate.

   The postholder may be responsible for the supervision of the work of Special Support Assistants and classroom assistants relevant to her/his responsibilities.

5. **Particular Responsibilities***

   The particular responsibilities attaching to the post of special school teacher are as follows:

   (a) to teach, according to their educational needs, pupils assigned to him/her in the allocated class or group;

   (b) to control and oversee the use and storage of books and other teaching materials provided for class usage and to supervise the work of Special Support Assistants and classroom assistant(s) relevant to the allocated class or group;
(c) to maintain discipline in accordance with the rules and disciplinary systems of the school;

(d) to contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole; and

(e) to promote equal opportunities within the school and to seek to ensure the implementation of the school’s equal opportunities policy, which may include participation in outreach links with other schools in accordance with the school’s policy on integration.

6. **Key Tasks**

The key tasks attaching to the post of special school teacher are:

(a) to monitor and report to parents on the progress of pupils in the allocated class or group;

(b) to assess pupils’ achievements and progress in accordance with arrangements agreed within the school and by reference to the provisions contained in the pupils’ statements;

(c) to maintain records, attend case conferences and liaise with special needs support services and other outside agencies as required with regard to individual pupils; and

(d) to mark class or group attendance registers.