The Power of Collaboration

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EPPING FOREST SCHOOLS PARTNERSHIP TRUST

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Trainee Teacher Role Description

The role of a trainee teacher during periods of school experience, acting within the statutory frameworks which set out a teacher's professional duties and responsibilities, is to:

1. Act at all times in accordance with the statutory frameworks which apply to teachers, having proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards of personal attendance and punctuality;
2. Recognise the need to safeguard pupils, in accordance with statutory provisions;
3. Be tolerant of and show respect for the rights of others including those with different faiths and beliefs;
4. Set high expectations which inspire, motivate and challenge pupils by establishing a safe and stimulating environment for pupils, rooted in mutual respect; setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
5. Demonstrate good subject and curriculum knowledge, with a secure knowledge of the relevant subject(s) and curriculum areas being taught; foster and maintain pupils' interest in the subject, addressing their misconceptions and misunderstandings; take responsibility for modelling and promoting high standards of literacy, articulacy and the correct use of standard English:
6. Read, critique, assimilate and use research and other relevant theoretical information and guidance to inform and improve practice;
7. Promote the value of scholarship and a love of learning by stimulating children's intellectual curiosity and demonstrating consistently the positive attitudes, values and behaviour which are expected of pupils;
8. Plan and teach well-structured lessons, taking into account the needs of all pupils, including those with special educational needs; those with English as an additional language; those with disabilities and imparting knowledge and developing understanding through effective use of lesson time; using distinctive teaching approaches which enable pupils to be taught effectively according to their physical, social and intellectual stage of development;
9. Reflect systematically on the effectiveness of lessons and approaches to teaching; contributing to the design and provision of an engaging curriculum within the relevant subject area(s);
10. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils are acquiring;
11. Promote and be accountable for good pupil progress, attainment and outcomes;
12. Use relevant data to monitor pupil progress, set appropriate targets, and plan subsequent lessons; provide pupils with regular and timely feedback, both orally and through accurate marking, encouraging pupils to respond to the feedback they receive; reflect on the progress they have made and their subsequent emerging needs;
13. Make accurate and productive use of assessment within relevant subject and curriculum areas, becoming confident in the application of statutory assessment requirements and use of formative and summative assessment to secure pupils' progress;
14. Manage behaviour effectively to ensure a positive and safe learning environment; establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;

15. Use behaviour management techniques which are appropriate to pupils' needs in order to involve and motivate them; exercising appropriate authority and acting decisively when necessary whilst maintaining good relationships with pupils;
16. Promote good and courteous behaviour both in classrooms and around the school in accordance with the school's behaviour policy;
17. 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;
18. Deploy support staff effectively and take responsibility for improving teaching through appropriate professional development, including responding to advice and feedback from colleagues;
19. Communicate effectively with individuals holding parental responsibility with regard to pupils' achievements and well-being.
The Teachers' standards in full can be found here.

The Voice of School-Based Teacher Training
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