

LINCOLNSHIRE ITT TRAINEE TEACHER ROLE DESCRIPTION

CHARACTERISTICS OF A LINCOLNSHIRE ITT TRAINEE

- Is knowledgeable about their phases, subject(s) and how pupils learn;
- Is curious and receptive;
- Have high levels of interpersonal skills, communication skills and empathy;
- Acts professionally and with compassion at all times;
- Shows determination and positivity in the face of adversity;
- Are supportive and reliable team players, demonstrating equity and respect for diversity.

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 always 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. Use research critically to guide, 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, considering the needs of all pupils;
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. Promote good and courteous behaviour both in classrooms and around the school in accordance with the school's behaviour policy;
15. 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;
16. Deploy support staff effectively and take responsibility for improving teaching through appropriate professional development, including responding to advice and feedback from colleagues;
17. Communicate effectively with individuals holding parental responsibility regarding pupils' achievements and well-being.

The Teachers' standards in full can be found [here](#).

PERSON SPECIFICATION

QUALIFICATIONS

- You will have achieved a standard equivalent to a grade 4 GCSE in English and mathematics, and if you intend to train to teach pupils aged 3-11 you will have additionally achieved a standard equivalent to a grade 4 GCSE in a science subject.
- You will hold a first degree of a United Kingdom higher education institution or equivalent qualification.

HEALTH AND PHYSICAL CAPACITY

You will have the health and physical capacity to teach without constituting a risk to the health, safety, or well-being of pupils. This includes:

- the ability to communicate effectively with pupils, colleagues and individuals holding parental responsibility;
- possession of sound judgement and insight;
- the ability to always remain vigilant and attentive while supervising, assisting, and supporting pupils and/or working in hazardous situations;
- the ability to respond to pupils' needs in a timely and effective manner;
- the ability to manage classes/groups of pupils;
- planning and preparing lessons and learning sequences for pupils;
- delivering lessons and learning sequences;
- assessing pupils' development, progress, and attainment;
- reporting on pupils' development progress, and attainment.

SUITABILITY

- You will be subject to appropriate pre-selection or pre-employment checks. These will include, but are not limited to, an enhanced Disclosure and Barring Service (DBS) criminal records check and a children's barred list.
- Fee-paying trainees will be expected to undertake a pre-training health questionnaire according to the normal practice of the provider. Salaried trainees and apprentices will be expected to undertake a pre-employment health questionnaire according to the normal practice of the employer.
- Where disabilities exist, you will be able to meet the role description, person specification and functional capacity with reasonable adjustment(s).