



LEVEL - CLASSROOM TEACHER

POST TITLE: Chemistry Teacher

SECTION 1 – JOB PURPOSE AND ACCOUNTABILITY

1. To carry out the duties of a teacher as set out in the most recent School Teachers' Pay and Conditions Document upon which the Academy's duties and expectations are set. These need to be of a quality to meet the national core teacher's standards.

The key professional behaviours that contribute to success as a teacher are:

Role Profile: Classroom Teacher

| | | |
|----------------------------|--|--|
| Job Purpose | To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students. | |
| Accountabilities (Actions) | <ol style="list-style-type: none"> i. Prepare and teach lessons of a high standard to the students assigned to him/her. <ul style="list-style-type: none"> ➤ Following designated programmes of study ➤ Carrying out the necessary assessments ➤ Providing information/comments for records ➤ Monitoring students in accordance with agreed departmental strategies ii. Maintain discipline in accordance with college policies and demonstrate good practice in the classes taught with regard to attendance, appearance, uniform, punctuality, behaviour, homework etc. iii. Contribute to the corporate tasks of development, record keeping, monitoring, evaluation of lessons and maintenance of materials. iv. Participate in the applications of the departmental homework policy which includes setting, marking of homework and monitoring homework diaries. v. Work closely with and consult those teachers who are responsible for curriculum areas, ensuring continuity and progression for students. vi. Engage in continuous self-professional development in relevant areas. | |
| Personal Qualities (EI) | Emotional Self-awareness Accurate Self-assessment Self-confidence | Empathy Organisational Awareness Service Orientation |
| | Emotional Self Control Transparency Adaptability Achievement Orientation Initiative Optimism | Teamwork and Collaboration |
| Knowledge and Skills | <ul style="list-style-type: none"> ➤ Principles and practices of effective teaching and learning ➤ Preparation of schemes of work and lessons ➤ Knowledge and understanding of subject area(s) ➤ Principles and practices of monitoring/assessment/evaluation ➤ The application of information and communications technology (ICT) to learning and teaching in subject area(s) | |

LINE MANAGEMENT

2. All staff are ultimately responsible to the Headteacher.
3. Your immediate responsibility is to: Head of Science

SECTION 2 – GENERIC/TEACHERS

- 2.1 You are to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document and Teachers Standards and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher.
- 2.2 All staff are expected to uphold the school's principles and policies which underpin good practice and the raising of standards.
- 2.3 Every member of staff has responsibility for promoting and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

SECTION 3 – APPRAISAL

All teaching staff will be assessed and paid at a Developing, Accomplished or Expert level (see table below) and will be expected to perform at the standard to which they are being paid.

As a Trust we are fully committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.

School-based roles are exempt from the Rehabilitation of Offenders Act 1974 but you are not required to disclose convictions or cautions that are 'protected', as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013).

Shortlisted candidates will be asked to self-declare any information that would make them unsuitable to work with children.

All offers of employment are subject to an Enhanced DBS check.

| Category: Career stage expectations: | DEVELOPING TEACHER NQT – end of 3 rd year | ACCOMPLISHED TEACHER 3 rd or 4 th year onwards | EXPERT TEACHER 5 th year onwards |
|---|--|---|--|
| GENERAL DESCRIPTION | <p>Developing competency through first, second and third year as a qualified teacher with a growing understanding of the Teachers' standards and how to fulfil and maintain them at initially an acceptable and later good standard. The three years are used to develop skills, knowledge and understanding in a widening range of roles and contexts. Expectations will be realistic for the first and second year but the teacher is expected to show a willingness and ability to work effectively with others in order to develop their practice. By the end of this career range the teacher should be in a position to evidence consistent good practice that rarely requires improvement with a growing portfolio of student achievement that meets or surpasses national expectations.</p> <p>Exceptional Developing teachers may be able to evidence progression through the band in just two years and therefore be considered to be rewarded as Accomplished teachers in the third year.</p> | <p>Competent and consistent in understanding all the Teachers' standards and being able to maintain all of them to a good standard. The teacher will have secure subject knowledge in their specialist areas and the teaching skills and abilities in order to provide consistently Good teaching and learning that rarely requires improvement and occasionally displays Outstanding attributes. Student achievements from their own classes, or with their own groups of children will in the vast majority meet / exceed national expectations. The teacher will be able to evidence some contributions to the wider school community outside their immediate remit of classroom teacher and form tutor. The teacher will be keen to partake in whole school and personalised professional development and as a result can show a continual improvement in their teaching expertise and its application.</p> | <p>Highly competent in all elements of the relevant standards and the teacher's achievements and contribution to the school are substantial and sustained. The teacher's performance is assessed as having excellent depth and breadth of knowledge, skill and understanding of the Teachers' Standards, in the particular role they are fulfilling and the context in which they are working. The teacher's achievements and contribution to the school are significant. Standards of teaching and learning in their own classroom, or with all their own groups of children will be consistently of a high standard with achievements exceeding national expectations. They will model good practice and be keen to share with others. They also make a significant wider contribution to school improvement, which impacts on pupil progress and the effectiveness of staff and colleagues. The teacher must be able to show that the standards expected are consistent over a minimum of two years in order to reach the mid point and will need to be able to evidence the highest standards in every category in order to be rewarded with the upper most scale.</p> |
| PROFESSIONAL PRACTICE (Quality of Teaching & Learning) | <p>Formal observations evidence a progression towards consistent Good teaching with the proportions and frequency correlating to the level of pay within the band. Any inadequate aspects are tackled and removed from usual practice quickly (within three months). Areas that require improvement are also focussed upon and improved so that by the end of the career stage (3rd year) all aspects of teaching and learning are consistently good. Leadership 'drop ins' and informal observations support the quality of practice formally observed.</p> | <p>Formal observations evidence consistent Good teaching in all aspects. Any inadequate aspects are tackled and removed from usual practice immediately (within one month). Areas that require improvement are also rare and when necessary focussed upon and improved so that they are not the norm. Outstanding aspects to teaching and learning are expected to be pursued and hence observed with the proportions and frequency correlating to the level of pay within the band. Leadership 'drop ins' and informal observations support the quality of practice formally observed.</p> | <p>Formal observations evidence consistent Good teaching in all aspects with much Outstanding. The proportion and frequency of Outstanding teaching correlating to the level of pay within the band. Areas that require improvement are not expected to ever be evident unless the teacher is trialling an innovative pedagogy. The teacher regularly provides 'model' practice that is shared amongst other staff. Leadership 'drop ins' and informal observations support the quality of practice formally observed.</p> |
| PROFESSIONAL OUTCOMES (Achievement) | <p>The majority (50%+) of students taught at all key stages make achievement progress to national expectations with some exceeding. (Teaching standards, GCSE FFT'D' targets and residual figures, L3VA targets and other prior agreed objective in school measures).</p> | <p>The vast majority (70%+) of students taught at all key stages make achievement progress to national expectations with many exceeding. (Teaching standards, GCSE FFT'D' targets and residual figures, L3VA targets and other prior agreed objective in school measures). Measurement of outcomes will take into</p> | <p>The vast majority (70%+) of students taught at all key stages make achievement progress that exceeds national expectations. (Teaching standards, GCSE FFT'D' targets and residual figures, L3VA targets and other prior agreed objective in school measures). Measurement of</p> |

| | | | |
|-----------------------------------|--|--|---|
| | Measurement of outcomes will take into account split classes, prior teaching and learning and non specialist subject areas. They can not however be focussed on a selected minority of student groups and must take into account all students being taught at all key stages. Achievement will also be measured by regular work monitoring and marking and assessment reviews by school leaders. | account split classes, prior teaching and learning and non specialist subject areas. They can not however be focussed on a selected minority of student groups and must take into account all students being taught at all key stages. Achievement will also be measured by regular work monitoring and marking and assessment reviews. | outcomes will take into account split classes, prior teaching and learning and non specialist subject areas. They can not however be focussed on a selected minority of student groups and must take into account all students being taught at all key stages. Achievement will also be measured by regular work monitoring and marking and assessment reviews. |
| PROFESSIONAL RELATIONSHIPS | The teacher is continually developing the skills required so that they can secure positive relationships with students, colleagues and parents. Complaints or negative feedback from students or parents is very rare and is dealt with effectively, with support from more experienced staff members if required. | The teacher is accomplished in using the positive relationships they have with students and parents in order to secure good progress. Complaints or negative feedback from students or parents are very rare and are dealt with quickly and efficiently so that they do not re occur. The teacher has positive professional relationships with a wide range of staff which supports the continual development of their own teaching and learning as well as that of the school as a whole. | The teacher continually promotes expert relationships with students and staff that promotes high levels of expectation and helps secure above expected progress. They tackle and support students who are at risk of underachieving and are proactive in informing their parents of issues and subsequent progress. The teacher has very positive relationships with other teachers in the school community and is respected by others for the quality of their work and the support and guidance that they offer others. |
| PROFESSIONAL DEVELOPMENT | The developing teacher recognises the stage they are at in their career and is pro active in engaging with professional development from a variety of sources. They have a good understanding of their strengths and areas for development and are pro active in pursuing the appropriate support. A teacher looking to progress through the band within two years should be able to evidence offering professional development and support to other more experienced staff in the school, in particular with regard to new pedagogies and initiatives they may have acquired through their recent teacher training programme. | Although an accomplished teacher, they will continue to identify own strengths and further areas for development and engage with professional development from a variety of sources. They will engage positively in whole school and personalised INSET and be able to evidence their own support and impact towards whole school and departmental improvement plan priorities. | The expert teacher has a genuine pursuit to continually improve their own practice, even if at an already very high level of capability. The teacher not only fully engages in their own professional development but can also evidence proactively leading the professional development of others. As a result, they significantly contribute towards the whole school and their department progressing towards their improvement plan priorities. |
| PROFESSIONAL CONDUCT | The developing teacher is expected to demonstrate consistently high standards of personal and professional conduct as defined within part two of the Teacher's standards. | The accomplished teacher is expected to demonstrate consistently high standards of personal and professional conduct as defined within part two of the Teacher's standards. | The expert teacher is expected to demonstrate consistently high standards of personal and professional conduct as defined within part two of the Teacher's standards. |