**Job Description**

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| **Job Title:** Teacher | **Pay Scale:** MPS/UPS |
| **Normal Place of Work:** Willoughby Academy | **Line Manager:** Headteacher of Academy |
| **Role Summary:**<br>To maximise the achievement of all pupils in your charge and be responsible for their safety and welfare. In addition to this, assist in the development of the Willoughby Team - other teachers and support staff within the Academy. | |

**Introduction**

Teachers make the progress of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**Duties and Responsibilities**

**Teaching**

**1. Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

**2. Promote good progress and outcomes by pupils**

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study

**3. Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in education and employment
- Demonstrate a critical understanding of developments in both subject and curriculum areas, and promote the value of education
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

**4. Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and pupil's intellectual curiosity

- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s) and key stage(s)

**5. Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of pupils, and know how to adapt teaching to support students' education at different stages of development
- Have a clear understanding of the needs of all pupils and be able to use and evaluate distinctive teaching approaches to engage and support them

**6. Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- Create a safe, purposeful and stimulating environment for pupils, rooted in mutual respect
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly, in accordance with the Trust's behaviour policy.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Be a positive role model, promoting self-control, independence and positive attitudes and values
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

**8. Fulfil wider professional responsibilities**

- Make a positive contribution to the wider life and ethos of the Academy
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to students' achievements and well-being
- Participate in meetings at the Academy which relate to the curriculum for the Academy or the administration and organisation of the Academy, including pastoral arrangements
- Supervise pupils, whether these duties are to be performed before, during or after Academy sessions

**Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

**Key Relationships**

The post holder will be expected to develop and maintain good relationships with:

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| • Headteacher, SLT and all Academy staff | To develop team working |
| • Internal and external partners<br>• Outside agencies e.g. Social Care, NHS, CAMHs, LCC. | To continuously and positively promote the Academy values |

**Generic Responsibilities**

- Represent and promote the Trust's values internally and externally
- Ensure that the Trust's stakeholders receive an excellent experience in all dealings with the organisation
- Deliver day-to-day duties consistently
- Contribute to the annual reviews of the department and Academy Development Plan
- Actively promote and act, at all times, in accordance with Trust policies, e.g. Health and Safety, Equal Opportunities and Safeguarding
- Commit and contribute to improving standards for pupils
- Contribute to the maintenance of a caring and stimulating environment for pupils
- Undertake other duties deemed reasonable by the Headteacher and commensurate with the job level
- Wear academic dress on occasions specified by the Trust
- Be available for residential duties of up to 4 nights in an academic year; this may include residential trips abroad.

Normal working hours are specified in your contract of employment.

Elements of this job description may be changed following consultation with the Headteacher.

As all employees are employees of the Trust, there may be a requirement to teach in other Academies within the Trust, subject to negotiation.

**TERMS OF EMPLOYMENT**

All offers of employment are subject to The Trust receiving proof of identity, two satisfactory references, satisfactory health and enhanced DBS checks, a signed Code of Conduct, evidence of your relevant qualifications and successful completion of a 12 month probation period.

**HEALTH AND SAFETY**

All employees are responsible for reading, understanding and carrying out the requirements of The Trust's Health and Safety policy and for informing a relevant person if they become aware of any non-compliance with the policy or of any identified training needs.

**CONTINUAL PROFESSIONAL DEVELOPMENT**

Each Academy requires individuals to identify and analyse their own training and development needs and to actively participate in the design of a development plan to meet these needs and the needs of the Academy. This may be achieved through an appraisal process.

The post holder should recognise and take advantage of development opportunities and should periodically review their own progress towards meeting previously agreed goals.

**CONDITIONS OF SERVICE**

Governed by the National Agreement on Pay and Conditions of Service supplemented by local conditions as adopted.

**SPECIAL ARRANGEMENTS**

The post holder may be required to work outside of normal academy hours on occasion, with due notice.

**SAFEGUARDING STATEMENT**

The Priory Federation of Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**Person Specification – Teacher**

| | Essential | Desirable | How assessed* |
|---|---|---|---|
| **QUALIFICATIONS** | | | |
| Degree in relevant subject area. | ✓ | | AF/Cert |
| Qualified Teacher Status. | ✓ | | AF/Cert |
| **KNOWLEDGE AND EXPERIENCE (UP TO DATE/ CURRENT)** | | | |
| Proven experience of working with children and young people with Special Educational Needs and Disabilities | ✓ | | AF/IV |
| Recent and relevant experience of working in a primary, secondary or special school/academy. | ✓ | | AF/IV |
| Successful experience of delivering a differentiated curriculum to pupils with a wide range of needs. | ✓ | | |
| Successful experience of managing an effective classroom environment to support pupils learning and positive behaviour. | ✓ | | |
| **Proven experience personalising learning to reflects the needs of pupils.** | ✓ | | |
| Proven development of a curriculum area or aspect of educational provision. | | ✓ | |
| Successful experience of working with parents, careers and the wider community. | ✓ | | |
| SKILLS AND ABILITIES | | | |
| Ability to set high expectations and promote good progress by pupils. | ✓ | | AF/IV |
| Ability to demonstrate good subject and curriculum knowledge. | ✓ | | AF/IV |
| Excellent oral and communication skills. | ✓ | | AF/IV |
| Ability to work on own initiative and as part of a team. | ✓ | | AF/IV |
| Good planning and organisational skills. | ✓ | | AF/IV |
| Ability to use IT at a level commensurate with job role. | ✓ | | AF/IV |
| Professional and responsive attitude and behaviour towards colleagues. | ✓ | | AF/IV |
| Ability to motivate and develop self. | ✓ | | |
| A passion for teaching and a desire to see children achieve their full potential in all areas of their lives. | ✓ | | |

*Key to how skills are assessed:

AF = Skill assessed via application form
IV = Skill assessed via interview
AT = Skill assessed via test/work-related task

R = Skills assessed via References
Cert = Certificate checked at interview

**Acceptance of the Job Description**
I have read and accept the content of the job description.

Signed:_____ Date: _____

Signed Line Manager: _____ Date: _____

**Please sign and return one copy of the Job Description.**