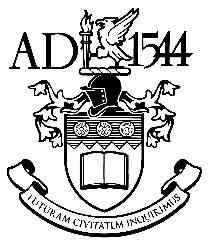
**THE PRESCOT SCHOOL**

**KNOWSLEY PARK LANE, PRESCOT, L34 3NB**

**Part of The Heath Family Trust**

**Tel. No. 0151 477 8680**

**Email:** [**KBrackley@prescotschool.org.uk**](mailto:KBrackley@prescotschool.org.uk)

**Website:** [**www.prescotschool.org.uk**](http://www.prescotschool.org.uk)

**11-16 NOR: 861**

**Executive Principal: Mr Jamie Jardine**

**Head of School: Mrs Gina Cousineau**

**English Classroom Teacher**

**MPR 1-6 / £25,714 - £36,961 per annum**

**UPR 1-3 / £38,690 - £41,604 per annum**

**Required: As soon as possible**

The Prescot School is looking to appoint an outstanding English teacher

to join the English department.

The Prescot School is situated in a state of the art, 21st century building, situated on the outskirts of Prescot, approximately ten miles from Liverpool City Centre. We are an 11-16 school which opened in September 2016 as a convertor Academy, linked to the outstanding ‘[The Heath Family Trust](http://www.theheathfamily.org.uk/)’.

Our [ethos of high aspiration, support and challenge](http://prescotschool.org.uk/our-ethos-and-values/) permeates every aspect of our work. Students are challenged and supported by a team of dedicated and professional teachers who strive to achieve the absolute best for the students they teach with high expectations of all individuals at all times.

Our positive and caring atmosphere, backed by excellent resources, makes this a wonderful place to build your career in a supportive learning environment.

The successful applicant will be an innovative, creative and outstanding practitioner, who will be able to contribute to the planning and delivery of the English curriculum at KS3 and KS4. The English Department are a talented and supportive team who work together to achieve excellent results and improve student outcomes as well as a sound knowledge of data relating to pupil progress and achievement.

An application pack and further details relating to this post are available

on the school website.

Completed applications should be emailed to [KBrackley@prescotschool.org.uk](mailto:KBrackley@prescotschool.org.uk)

***The Prescot School is committed to safeguarding, to promoting the welfare of children and adhering to the Equality Act 2010. The successful candidate will be required to undertake an enhanced Disclosure and Barring Service check. To comply with the Asylum and Immigration Act 1996 all prospective employees will be required to supply evidence of eligibility to work in the UK.***

**Closing date: 27th June 2022 - 12noon**

**Interviews: 27th June 2022**

**THE PRESCOT SCHOOL**

**JOB DESCRIPTION**

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| **1.** | **INTRODUCTION** | | |
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|  | **Post Title:** | Classroom Teacher 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 pupils’ vulnerability or might lead them to break the law.   Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, 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. Teachers must perform to the Teachers Professional Standards, these can be found on DfE website and in our appraisal documents. | |
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|  | **Post Purpose:** |  | |
|  |  | * Under the reasonable direction of the Head Teacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD). * To raise standards of student attainment and achievement in your classes and to support student progress. * To be accountable for student progress and development within your classes * To develop and enhance your own teaching practice, keeping up to date with national and subject developments * To support the quality of learning for students within your department. * To support the implementation of whole school literacy and numeracy. | |
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|  | **Reporting to:** | Head of Department | |
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|  | **Responsible for:** | Students. | |
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|  | **Liaising with:** | Head Teacher/Extended Leadership Team, other Subject Leaders, Student Support / Pastoral and relevant staff with cross-school responsibilities, relevant support staff, LA representatives, external agencies and parents/carers. | |
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|  | **Working Time:** | Full time as specified within the STPCD | |
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|  | **Salary/Grade:** | Classroom Teachers' Pay Scale | |
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|  | **Disclosure level** | Enhanced | |

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| **2.** | | **STUDENT ATTAINMENT AND PROGRESS** | | | | | | | | | |
|  | |  | * 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. * be accountable for pupils’ attainment, progress and outcomes * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject * 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 pupils’ 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 | | | | | | | | |
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| **3.** | | **STUDENT BEHAVIOUR AND SAFETY** | | | | | | | | | |
|  | |  | | * To ensure the Behaviour Management system is implemented in the department so that effective learning can take place, creating an inspiring and safe environment. * To monitor the movement of students around the Homebase/teaching area and on the immediate corridor outside, ensuring safe and appropriate behaviour at all times * To ensure the teaching area is a safe, tidy, well ordered and attractive area to work in, completing risk assessments as appropriate * Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and * To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary. * To act as a Form Tutor (if appropriate) and to carry out the duties associated with that role as outlined in the generic job description. * To contribute to Citizenship, SMSC, Literacy, Numeracy and Enterprise according to school policy. 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 children, and know how to adapt teaching to support pupils’ education at different stages of development * Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. | | | | |
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| **4.** | | **TEACHING AND LEARNING:** | | | | | | | | | |
|  | |  | | | * To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher. * To continue own professional development as agreed with your PM reviewer * 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. * Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings * Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * Impart knowledge and develop understanding through effective use of lesson time * Promote a love of learning and children’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). * 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 | | | | |
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| **5.** | | **LEADERSHIP AND MANAGEMENT:** | | | | | | | | | |
|  | | | | |  | * To support curriculum development for the whole department. * To work alongside colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school. * To support the implementation of school policies and procedures, e.g. Equal Opportunities, Health and Safety. * To promote teamwork working together to ensure effective working relations. * To link with other post holders to ensure that the work in the curriculum area fully reflects the school's distinctive ethos and mission. | | | |

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| **6.** | **ENGAGEMENT AND THE WIDER COMMUNITY:** | | |
|  |  | * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example. * To support extracurricular activities, plays, performances, awards ceremonies, open evenings etc, through planning, attending and reviewing as appropriate to STPCD. * Whenever possible to seek opportunities to work with primary colleagues and other professionals/ stakeholders to promote the school in the wider community. * To encourage students to take an active and full role in school life, promoting engagement in a variety of activities and events * Support the school in meeting its legal requirements for worship. * Promote actively the school’s corporate policies. * Comply with the school's health and safety policy and undertake risk assessments as appropriate |

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| **Note: Undertake any other duties and responsibilities as may be assigned from time to time, which are commensurate with the grade of the job.**  **This job description is not intended to be either prescriptive or exhaustive; it is issued as a framework to outline the main areas of responsibility.** |
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**Signed .......................................... Signed ......................................**

**(Teacher) (Head of School)**

**Dated ............................................ Dated .......................................**

**(Teacher) (Head of School)**

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| **Shape  Description automatically generated with medium confidenceTHE PRESCOT SCHOOL**  **Teacher - Person Specification**  **Qualification Criteria:**  1. Qualified to at least degree level  2. Qualified to teach and work in the UK  3. Ability to teach key stages 3 and 4  4. Evidence of recent, relevant professional development  **Experience:**  5. Experience of delivering consistently good to outstanding lessons to students of all ages and abilities.  6. Proven success of raising student achievement and ensuring students make good or better progress within subject area.  7. A confident use of data to inform intervention in terms of teaching and learning to raise achievement.  8. Experience of implementing behaviour management strategies consistently and effectively.  9. Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes.  10. In-depth and up to date knowledge of the curriculum area and experience of having designed, implemented and evaluated effective, imaginative and stimulating lessons and Schemes of Work.  **Vision and Strategy:**  11. Vision aligned with The Prescot School of high aspirations and high expectations of self and others.  12. An understanding of the strategies needed to establish consistently high aspirations and standards of results and behaviour and a commitment to relentlessly implementing these strategies.  13. A commitment to the safeguarding and welfare of all students.  **Behaviours, Skills and Abilities:**  14. An ability to teach good or better lessons consistently.  15. The ability to enthuse and inspire others and has a ‘can do’ attitude.  16. A passion for the subject and relentless determination that every student develops and succeeds.  17. Excellent listening skills and high levels of emotional intelligence.  18. Strong organisational and time-management skills and the ability to delegate appropriately.  19. Resilience and optimism to lead through day to day challenges while maintaining a clear strategic vision and direction.  20. The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop.  21. Confidence and self-motivation.  22. The ability to work well under pressure and to be decisive.  23. High levels of honesty and integrity.  **Other**  24. This post is subject to an enhanced Disclosure and Barring Service (DBS) disclosure.  25. A Classroom Teacher’s responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with the School’s Child Protection Policy at all times. If a Classroom Teacher becomes aware of any actual or potential risks to the safety or welfare of children in the School, s/he must report any concerns to the appropriate person |