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| **Job Description – Teacher Main Scale** |

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| **Post -** **Teacher**  **Scale -** **MPS - UPS**  **Responsible to – Assistant Faculty Leader, Faculty Leader & Head of Year**  **Hours -** **Full-time, full-year.**  **Date the job description becomes effective**: 1st September  **Reviewed**: Annually |

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| Responsible to: Faculty Leader and Year Head This job description is additional to the basic duties outlined in the latest School Teachers’ Pay and Conditions Document, The National Teacher Standards, the Droylsden Academy’s Staff Code of Conduct and in accordance with the school’s policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. The school is managed through a network of inter-related teams and focuses on teaching that is typically never less than good and school priorities to which the post-holder commits.  **The MAIN PURPOSE OF THE JOB**  **On a day-to-day basis teach good to outstanding lessons, plan, mark and assess in line with school policy, uphold the Droylsden Basics and Droylsden Academy Way in the classroom at all times, contribute to the Faculty Area and Year Group’s success and uphold the school’s policies and values of Politeness, Hard Work and Honesty at all times.** |

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| Teaching  * Uphold the National Standards for Teachers in full and adhere strictly, as a professional and role-model for children and the community, to the Droylsden Academy Staff Code of Conduct both in school and out of school. * Plan work in accordance with your subject schemes of work and appropriate syllabi. * Teach only good or outstanding lessons on a daily basis * Ensure good or better progress of each of your learners in each of your classes, keeping a keen focus on the least advantaged (those in receipt of Pupil Premium, Children Looked After, Special Educational Needs or Disabled and the most able [based on their high prior attainment/cognitive profile]) * Plan good to outstanding lessons based on a thorough knowledge of each member of your class(es) through marking and assessment of the students as learners in your subject. * Set and receive relevant, engaging and purposeful homework on the homework nights without fail. * Use your PPA (planning, preparation and assessment) time highly effectively * Plan for the Individual Education Plan of each SEND student * Use your non-contact periods beyond planning and assessment to visit other lessons to learn from best practice and invite other teachers into your lessons for the same purpose * Liaise with relevant colleagues on the planning of units of work for effective delivery. * Work in collaboration with Teaching Assistants/Faculty Tutors attached to any teaching group to secure the best possible progress for students supported & challenged by them. * Take account of students’ prior levels of attainment and use them to plan and set goals for future improvements in a series of well-judged lessons. * Set work for students absent from school for health or disciplinary reasons and set work in the unlikely event that you are absent. * Set high expectations for students’ behaviour & conduct by establishing a purposeful working atmosphere in accordance with the school’s values (of politeness, hard work & honesty) and Behaviour Code. * Teach effectively in line with the DA Basics and The DA Way * Set appropriate and reach challenging expectations for students’ learning, motivation and presentation of work. * Stretch the most able in your lessons, particularly so when you are the teacher for an Excel Group. * With all Excel Groups promote, implement and celebrate the Excel Charter and the expectations therein for students and teachers. |

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| Assessment, Recording and Reporting  * Undertake **assessment driven teaching** following a **potential-led Faculty** (working back from the student’s academic targets for the end of Year 11 and the end of each year, ensuring the work you plan and teach stretches them to make such future targets achievable. * After each assessment round T1, T2, T3; E1 and E2 (depending on the year group) re-teach to those in need of such consolidation, correction, removal of misconceptions and mastery those aspects that the tests and assessments show were not taught and understood well enough the first time round. * Do not pass on under-performing groups of students and classes to a new teacher at the end of your year with them. Intervene, with the support of the Faculty Area, parents and colleagues where necessary, at an early stage to ensure students get close to or hit their end of year academic targets so that they stay on track to the school’s measure of their potential. * Maintain notes and plans of lessons undertaken and students’ work. * Mark, monitor and return work in line with school policy and on time providing constructive oral and written feedback to which your students respond effectively and clear goals for future learning, as appropriate. * Carry out assessments in line with school policy * Use such assessment to plan for student need, matching activities to where the student is with her/his learning and where s/he needs to go next and teach to ensure the strong progress of all individuals in all groups. * Write reports and lead at parents’ evenings in line with policy and as specified in the published calendar. * Be familiar with the Code of Practice for identification, teaching and assessment of Special Educational Needs and keep appropriate records on SEND students and their progress in line with school policy, especially in response to well-used Individual Education Plans (IEP). |

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| Pupil Development Work  * Undertake responsibility for a tutor group as required including tutor/student interviews, Form Time teaching, mentoring and the conduct of students in your Form * Be the first point of contact for parents and carers of students in the tutor group. * Monitor (and set goals for) the social and academic progress of individuals in the tutor group * Teach the PSHE & Citizenship programme to one or more tutor groups * Secure good attendance, behaviour and punctuality and monitor in accordance with the school’s attendance policy * Alert your line manager to any concerns in relation to a child’s safety and well-being |

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| Professional Standards  * Uphold the National Teacher Standards and the Droylsden Academy Staff Code of Conduct at all times within school and beyond. * Uphold the values of the school: politeness, hard work and honesty to secure Great Learners in your classes and Form * Treat all members of the community, colleagues and students, with respect and consideration. * Treat all students fairly, consistently and without prejudice. * Set a good example to students in terms of appropriate professional dress, standards of punctuality and attendance. * Promote the aims of the school by attendance at and participation in events such as open evenings, options’ evenings and enrichment activities and other key events. * Support the ethos of the school by avoiding confrontation, rewarding achievement and securing positive classroom management. * Take responsibility for your own professional development and participate in staff training when provided, working towards your appraisal objectives and recommendations arising from Quality Assurance. * Reflect on your own practice as well as the practices of the school to improve the quality of teaching and all that we do as a teaching and support team. * Read and adhere to the various policies & priorities of the school as expressed in the Academy Improvement Plan, the staff handbook, subject team/year team documentation etc. * Participate in the management of school by attending various team and staff meetings and supporting school improvement through other groups. * Undertake duties as prescribed within school policies. * Ensure that all deadlines are met as published in the school calendar. * Undertake professional duties that may be reasonably assigned to you by the Headteacher (e.g. cover etc.). * Be proactive and take responsibility for matters relating to health and safety.   I understand that Droylsden Academy is a non-smoking site. |

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| Health and Safety The person appointed must at all times work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School’s and LEA’s policies and procedures. The job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder. The post holder will be expected to participate in the School’s appraisal programme for teaching staff and to participate in appropriate staff training and development activities. |