**Job Description**

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| **Position Title** | **Teacher** | | |
| **Location** | Federation Member Schools | | |
| **Responsible to** | Subject Leader of English | | |
| **Position Number(s)** |  | | |
| **Grade** | M1 - UPS | | |
| **Directorate/Section/School** | Department | | |
| **Responsible for** | The provision of a full learning experience and support for students | | |
| **Liaising with** | Headteacher, SLT, teaching and learning support staff, LA representatives, external agencies, governors and parents | | |
| **Working time** | 1265 hours directed time, 195 days per year, full time or **pro-rata** | | |
| **Disclosure level** | Enhanced | | |
| **Effective date of JD** | 2022 | **JE Job Number** |  |

Purpose

* To deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated department as appropriate.
* To monitor and support the overall progress and development of students as a teacher/tutor.
* To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
* To contribute to raising standards of student attainment
* To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth.

Teaching

* To teach students according to their educational needs, including the setting and marking of work to be carried out by the students in school and elsewhere. To mark, grade and give written/ verbal and diagnostic feedback as required.
* To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as required.
* To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
* To ensure that ICT, literacy, numeracy and school subject specialism(s) are reflected in the teaching/ learning experience students.
* To prepare and update subject materials.
* To use a variety of delivery methods that stimulate learning appropriate to student needs and demands of the curriculum.
* To maintain discipline in accordance with the school’s procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
* To undertake assessment of students as required by external examination bodies, departmental and school procedures.

Operational and strategic planning

* To assist in the development of appropriate specifications, resources, schemes of work, marking policies and teaching strategies in the department.
* To contribute to the department, its development plan and its implementation.
* To plan and prepare courses and lessons.
* To contribute to the whole school’s planning activities.

Management of resources

* To assist the Head of Department in ensuring that the department provides a range of teaching that complements the school’s strategic objectives.
* To assist in the process of curriculum development and change to ensure the continued relevance to the needs of students, examining and awarding bodies and the school’s aims and strategic objectives.

Curriculum provision and development

* To assist the Subject Leader in ensuring that the department provides a range of teaching that compliments the school’s strategic objectives.
* To assist in the process of curriculum development and change to ensure the continued relevance to the needs of students, examining and awarding bodies and the school’s aims and strategic objectives.

Pastoral system

* To be a year group tutor to an assigned group of students.
* To promote the general process and well-being of individual students and of the whole tutoring system.
* To liaise with a pastoral leader to ensure the implementation of the school’s pastoral system.
* To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
* To deliver the Personal Development programme to your tutor group.

Quality assurance

* To help implement school quality procedures and to adhere to those.
* To contribute to the process of monitoring and evaluation of the department in line with agreed school procedures, including evaluation against quality standards and performance criteria.
* To review, from time to time, methods of teaching and programmes of work.
* To take part, as may be required, in the review, development and management of activities relating to the curriculum, organization and pastoral functions of the school.
* To evaluate and monitor the progress of students and keep up-to-date student records as required.
* To contribute to the preparation of student action plans and other reports.
* To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
* To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
* To contribute to tutorial, careers and enterprise learning according to school policy.
* To apply the behaviour management systems so that effective learning can take place.

Management Information

* To maintain appropriate records and to provide relevant, accurate and up-to-date information for school systems.
* To complete the relevant documentation to assist in the tracking of students.
* To track student progress and use information to inform teaching and learning.

Communication

* To communicate effectively with the parents of students as appropriate.
* When appropriate, to communicate and co-operate with persons or bodies outside the school.
* To contribute to the development of effective subject links with external agencies.

Staffing, staff development, recruitment / deployment of staff

* To take part in the school’s CPD programme by participating in arrangement for further training and professional development
* To continue personal development in the relevant areas including subject knowledge and teaching methods.
* To engage actively in the appraisal process.
* To ensure the effective/efficient deployment of classroom support.
* To work as a member of a designated team and to contribute positively to effective working relations within the school.

Other specific duties

* To play a full part in the life of the school community, to support its values and ethos and encourage staff and students to do the same.
* To provide a level of sustained and substantial contribution to all aspects of the school commensurate with experience and pay grade.
* To promote actively the school’s policies
* To continue personal development as agreed.
* To comply with the school’s health and safety policy and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not have been identified.

Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but, following consultation with you, may be changed by Senior Leaders to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Safeguarding students is our top priority and all staff will require an enhanced DBS disclosure.

Personal Specification

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| **Attribute** | **Essential** | **Desirable** |
| **Qualifications & Training** | * Qualified Teacher Status * Degree Level qualification & Secondary PGCE or QTS Qualification for the Secondary phase | Evidence of:   * High academic achievement * Evidence of ongoing professional development * Willingness and desire to undertake further professional development and training |
| **Professional knowledge** | Evidence of:   * Experience of planning and teaching secondary curriculum | Evidence of:   * Knowledge of recent initiatives and initiatives in education * Using ICT as a curriculum tool to improve standards |
| **Teaching skills** | Evidence of:   * Experience of teaching to a high standard * The ability to promote good progress and outcomes by pupils * The ability to manage behaviour effectively to ensure a good and safe learning environment * The ability to demonstrate good subject and curriculum knowledge * ICT competent * An ability to make accurate and productive use of assessment | Evidence of:   * Having an extensive knowledge and well informed understanding of a range of learning, teaching and behaviour management strategies * A creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified * Experience of teaching with excellent classroom practice and outcomes |
| **Professional attributes** | Evidence of:   * Positive values and attitudes and adopt high standards of behaviour in a professional role * Genuine commitment to high quality teaching * A commitment to equal opportunities and inclusion |  |
| **Personal skills** | Evidence of:   * Highly effective communication skills with both children and adults, including parents/carers * An ability to identify, focus on and work towards key objectives * Highly effective time management skills and an ability to meet deadlines and work under sustained pressure * Unswerving commitment to implementing whole school/staff policies relating to the safeguarding of children | Evidence of:   * Effective ICT skills * Proven track record of successful teamwork * Contributing to the professional development of colleagues e.g. through coaching, mentoring, providing effective feedback, or the delivery of CPD * Involvement in school improvement planning process |
| **Notes** | The above will evidenced by a variety of means including:   * Application form * References * Observation of teaching practice * Interview | |