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## Teacher

**Knutsford Academy and Cheshire Studio School  
NQT/MPS + Pension Scheme (TPS)**

**For a confidential discussion about this post with the  
Headteacher, more information, or to arrange a visit,  
please contact the school on 01565 633294 or  
[contact@knutsfordacademy.org.uk](mailto:contact@knutsfordacademy.org.uk)**

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Dear Colleague

We became part of The Learning Alliance on the 1st September 2020 and will continue our journey of school improvement in this partnership. We have made significant strides in our school transformation and seek to appoint staff that understand the culture and climate of the school, our community, and the wider educational environment. Being part of The Learning Alliance provides staff with a unique opportunity to work alongside colleagues in four other secondary schools and to gain support when necessary.

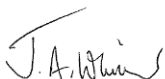
Knutsford Academy and Cheshire Studio School promotes the academic success and personal development of all its students and enables them to meet the future 'with confidence and enthusiasm.' Our ethos is delivered through our three values: Academic Excellence, Strong Community and World Class Opportunities.

Academic achievement and success is really important to us, for the qualifications students gain represent a passport through to their next stage after the Academy, be that into employment or continuing education.

We have even further forward since the most recent Ofsted inspections which were in March 2016 in the Academy and March 2017 in the Studio when both schools were rated 'Good'. Outcomes are invariably well-above national averages and we have a strong track record of raising achievement for disadvantaged students, and excellent results in the Sixth Form. Inspectors highlighted that students are safe, that behaviour is good or better, and that teachers are knowledgeable and promote positive attitudes in students.

If you would like more information about this post or would like to visit our school please contact me on 01565 633294 or e-mail me on [jwr@knutsfordacademy.org.uk](mailto:jwr@knutsfordacademy.org.uk).

Yours faithfully



Mr James Whittaker  
Headteacher

## JOB PURPOSE

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/form 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 academy's responsibility to provide and monitor opportunities for personal and academic growth.

## MAIN AREAS OF RESPONSIBILITY

### Teaching

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the academy and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are 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 academy subject specialism(s) are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high-quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, the subject area and academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

### Pastoral System

- To be a form tutor to an assigned group of students.
- To promote the general progress and well-being of individual students and of the form tutor group as a whole.
- To liaise with the Head of Year to ensure the implementation of the academy's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of Action Plans and progress files 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 academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to PSHCE according to academy policy.
- To apply the Behaviour Management systems so that effective learning can take place.

### **Operational/Strategic Planning**

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
- To contribute to the subject area's Development Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons.
- To contribute to the whole academy's planning activities.
- To assist the Head of Faculty to ensure that the curriculum area provides a range of teaching which complements the academy's Strategic Objectives.

### **Staff Development: Recruitment/Deployment of Staff**

- To take part in the academy's staff development programme by participating in arrangements 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 Performance Management Review 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 academy.

### **Quality Assurance**

- To contribute to the process of monitoring and evaluation of the subject area in line with agreed academy procedures, including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- 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, organisation and pastoral functions of the academy.

### **Management of Information**

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

### **Communications**

- To communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the academy.
- To follow agreed policies for communications in the academy.

### **Management of Resources**

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Faculty to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, subject area and the students.

### **Other Specific Duties**

- To continue personal development as agreed at appraisal.
- To engage actively in the performance review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To promote actively the academy's corporate policies.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To adhere to the academy's Dress Code.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of his/her work, in particular those relating to:

- 1) Equal Opportunities
- 2) Health and Safety
- 3) General Data Protection Regulations (2018) and Data Protection Act (2018)
- 4) Safeguarding children

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The academy 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 (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

## PERSON SPECIFICATION

ATTRIBUTES	DESCRIPTION	DESIRABLE
Knowledge and Experience	<p>Graduate in relevant subject and DfE recognised Qualified Teacher Status.</p> <p>Successful teaching experience at secondary level (can be teaching practice).</p> <p>Understanding of theory and practice of effective teaching and learning.</p> <p>Knowledge of National curriculum requirements at KS3 and KS4.</p> <p>Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement.</p> <p>Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including special educational needs, English as an additional language and high achievers.</p> <p>Knowledge and experience of writing lesson plans, developing resources and assessing students work.</p> <p>Understanding the importance of being a Tutor.</p>	Experience of working in an 11-18 school.
Skills and Abilities	<p>The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff.</p> <p>Good level of ICT skills</p> <p>The ability to create a motivating and safe learning environment for all students.</p> <p>The ability to communicate positively with parents/carers and where appropriate outside agencies in a way that facilitates effective links between home and school.</p> <p>Good communication skills both writing and speaking.</p> <p>Ability to lead and manage own work effectively and take responsibility for own professional development.</p> <p>Ability to carry out the job description.</p> <p>Excellent time management skills and the ability to prioritise and meet deadlines under pressure.</p> <p>Ability to motivate students and raise their aspirations through a range of strategies e.g. assessment for learning</p>	Ability to use ICT innovatively.
Personal Qualities	<p>Enthusiasm for and commitment to the achievement of the academy's overall vision for success at all levels.</p> <p>Commitment to contributing to academy life as a whole and willingness to be involved with clubs and community projects.</p> <p>A positive approach to hard work.</p> <p>A positive role model for students.</p> <p>Passion for teaching own subject specialism.</p> <p>Flexible, adaptable, results orientated and able to prioritise, resilient under pressure.</p> <p>Awareness of and commitment to equal opportunities and valuing diversity.</p>	