

<b>Employer</b>	The Governing Body – Shire Oak Academy
<b>Name of Employee</b>	

<b>Part 1 – The professional duties of a schoolteacher</b>	<p>You are required to carry out the professional duties of a schoolteacher as set out in the relevant paragraphs of the current School Teachers' Pay and Conditions Document (STPCD).</p> <p><b>You have a responsibility for promoting and safeguarding the welfare of the children and young persons you are responsible for, or come into contact with.</b></p> <p>You have a professional responsibility to be engaged in effective, sustained and relevant professional development throughout your career and have a contractual entitlement to this.</p>
<b>Part 2 - Professional standards for teachers:</b>	As a qualified teacher you are required to fulfil the core standards, as set out in the STPCD.
<b>Part 3 - Health and safety responsibilities:</b>	As a classroom teacher you are required, as part of your role, to carry out such duties under the health and safety policy as are appropriate. These duties are specified in the health and safety policy. This policy can be found on the academy's website.
<b>Part 4 - Leadership responsibilities</b>	<b>Subject Leader for GEOGRAPHY</b>

### Subject Leader

#### Job Purpose

To raise standards of attainment and achievement of learners

Key Area	
To lead the department team in raising standards of attainment and achievement across the whole curriculum area	<ol style="list-style-type: none"> <li>Create a climate which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it</li> <li>With the involvement of relevant staff, establish short, medium and long term plans for the development and resourcing of the subject</li> <li>Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement</li> <li>Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement, set targets, and secure good progress</li> <li>Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching</li> <li>Make sure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed</li> </ol>
To lead teaching and learning across the department ensuring	<ol style="list-style-type: none"> <li>Make sure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and</li> </ol>

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high quality, consistency and best practice across all ability groups	<p>communicate such information to students</p> <ul style="list-style-type: none"> <li>b. Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students</li> <li>c. Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching</li> <li>d. Lead professional development of subject staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, local authority, subject associations</li> </ul>
To be accountable for student progress and challenge underachievement	<ul style="list-style-type: none"> <li>a. Use data effectively to identify students who are underachieving in the subject, and create and implement effective plans to support those students where necessary</li> <li>b. Analyse and interpret relevant national, local and school data, as well as research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods</li> </ul>
To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the academy and the curricular policies determined by the Governing Body and Headteacher	<ul style="list-style-type: none"> <li>a. Ensure curriculum coverage, continuity and progression in the subject for all students, including more able students, students with special educational needs and students with English as an additional language</li> <li>b. Establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life</li> <li>c. Ensure effective development of students' literacy, numeracy and IT skills through the subject</li> </ul>
To be accountable for leading, managing and developing specific relevant areas of responsibility	<ul style="list-style-type: none"> <li>a. Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate</li> <li>b. Enable teachers to achieve expertise in their subject teaching</li> <li>c. Work with the SENCO and any other staff with special educational needs expertise, to make sure that education, health and care plans are used to set subject-specific targets and match work well to students' needs</li> </ul>
To effectively manage and deploy teaching/support staff, financial and physical resources within the department	<ul style="list-style-type: none"> <li>a. Establish staff and resource needs for the subject and advise the Faculty Leader of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money</li> <li>b. Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school</li> </ul>

### **Performance management objectives**

You will receive an addendum to your job description following the performance review process in the Autumn Term.

This job description will be reviewed as part of our appraisal and capability policy. It may be amended at any time, following consultation with you. You should sign two copies of this job description. Retain one and forward the second copy to the Headteacher.

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<u>Date</u>
<u>Your signature</u>
<u>Headteacher's signature</u>

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## Appendix - Teachers' standards

### Preamble

Teachers make the education of their students 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 students.

### Part one: Teaching

A teacher must:

#### **1 Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

#### **2 Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students 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 students' 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
- 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
- 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 children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students 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).

#### **5 Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- have a clear understanding of the needs of all students, 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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## **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 students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

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

- 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 rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, 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 school
- 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.

## **Part two: 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 students 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 students' 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 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.

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