

THE SOUTHFIELD TRUST

Job Description

JOB TITLE: Teacher

SCHOOL: Southfield Trust Schools

LOCATION: Eastbourne

TEACHERS' PAY RANGE:

Up to a maximum of Upper Pay Range £41,604 per annum

ALLOWANCE:

SEN Allowance £2,270 per annum

RESPONSIBLE TO: Executive Principal

Job Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Executive Principal. To be an effective professional who demonstrates their curriculum knowledge, able to deliver effective teaching, learning and assessment to support the achievement of pupils.

Teachers Standards

Teachers' Standards is the core document for practising teachers at this school and defines their daily role and responsibilities. The Standards encompass teachers' job descriptions, reflect the school development plan and constitute the framework for the management of the appraisal process in this school.

This job description may be amended at any time following discussion between the head teacher and member of staff, and will be reviewed annually.

Areas of Responsibility and Key Tasks

Ensure that pupils achieve outstanding progress through:

Curriculum:

- To ensure that all students receive their full entitlement to learning in Science at KS3&KS4

- To ensure that Schemes of Work and lesson materials are available to all those teaching the subject
- To ensure that lessons are differentiated to meet the needs of all students.
- To use assessment to track progress throughout KS3&KS4 .
- To ensure that there are multiple opportunities within the curriculum to develop students' literacy including extended writing, challenging and varied reading and opportunities for speaking and listening.
- To ensure that there are opportunities within the curriculum for students to develop their skills in numeracy and in ICT.
- To ensure that the curriculum provides opportunities for students to develop their personal, learning and thinking skills.
- To have regard for students' social, moral, spiritual and cultural development, and to ensure that there is provision for this in curriculum plans.

Teaching, Learning and Assessment:

- To provide leadership on teaching, learning and assessment across the team of teachers with responsibility for the teaching of Science and to develop all those within the team such that there is a culture of sharing good practice and a continuous cycle of reflection and personal development.
- To ensure that all lessons have good pace and a level of challenge that enables all students to make good progress.
- To develop good practice in assessment within the Department
- To lead on Assessment for Learning in the Department, focusing on student understanding of grades and their next steps for progress
- To manage the resources of the Department efficiently to maximise the potential for making lessons stimulating and varied.

Leadership and Management:

- To support the teachers timetabled to teach Science at all key Stages, including providing guidance and coaching and modelling best practice in teaching and learning.
- To work collaboratively with colleagues from other schools, mainstream and special
- To build partnerships across groups of schools and with external organisations that enrich the offer to the students and increase numbers and outcomes in the examinable courses.

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;

- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

Curriculum Development

- contribute to the whole school's planning activities;
- To promote equal opportunities within the school and to seek to ensure the implementation of the school's and Children's Services equal opportunities policies;
- To promote within the school a culture in which all pupils, staff and parents feel confident in raising concerns relating to the welfare or safety of children and that those concerns will be heard and dealt with consistently, and to do this in accordance with the school's Child Protection Policy.

Other Professional Requirements

- have a good working knowledge of teachers' professional duties and legal responsibilities;
- operate at all times within the stated policies and practices of the school;
- have good knowledge of the science curriculum to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and pupils;
- contribute to the everyday life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;

- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.

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

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document (STPCD), the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description should be read in conjunction with Annex 1 – Teachers' Standards (England) contained within the STPCD.

Person Specification / Teacher

Essential Criteria

1 Knowledge and Experience

- 1.1 Evidence of exemplary classroom practice.
- 1.2 A sound understanding of recent developments in the Secondary Science curriculum – particularly GCSE combined Science.
- 1.3 Knowledge of the particular requirements of delivering education to pupils with AEN/SEN, very able, LAC or who have other particular individual needs.
- 1.4 Knowledge of strategies which are necessary to promote purposeful learning and progress while safeguarding the health and safety of pupils.
- 1.5.1 Understanding of multicultural education and other issues related to ensuring that classroom organisation and practices is not discriminatory.

2 Skills and Abilities

- 2.1 Ability to plan and prepare programmes of work, appropriately differentiated, for the delivery of the science curriculum to children in the secondary school age range.
- 2.2 Ability to assess the needs of individual pupils and maintain appropriate records for the purpose of continuity and progress in curriculum areas.
- 2.3 Ability to select appropriate resources to create a stimulating learning environment.

- 2.4 Ability to relate and communicate effectively with parents and encourage their participation in their child's education.
- 2.5 Ability to direct the work of a teaching assistant.
- 2.6 Ability to work closely with other members of staff in the development of the curriculum and pastoral work of the school.
- 2.7 Excellent inter-personal skills
- 2.8 Excellent time and task management skills.
- 2.9 Ability to work under pressure and to deadlines.
- 2.10 Ability to use data effectively in setting targets and understanding pupil progress.

3 Qualifications

- 3.1 DfE recognised teaching qualification
- 3.2 Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.

4 Personal Qualities

- 4.1 Commitment to safeguarding and promoting the welfare of children and young people.
- 4.2 Commitment to a range of teaching approaches that encourage pupils to develop their full potential.
- 4.3 Commitment to equal opportunities within the whole school development plan.
- 4.4 Commitment to partnership with Governors, school and parents.
- 4.5 Evidence of commitment to personal continuing professional development.