

Job title: Teacher

Grade: MPS/UPS

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| Purpose: | To implement and deliver an appropriately broad, balanced, relevant, sequenced 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 school's responsibility to provide and monitor opportunities for personal and academic growth. |
| Reporting to: | Curriculum Leader |
| MAIN (CORE) DUTIES | |
| Operational/ Strategic Planning | <ul style="list-style-type: none">• To assist in the development of appropriate syllabuses, resources, curriculum intent, sequenced schemes of work, marking policies and teaching strategies in the department.• To contribute to the Curriculum Area and department's development plan and its implementation.• To plan and prepare courses and lessons.• To contribute to the School's planning activities. |
| Curriculum Provision: | Planning, preparing and sequencing courses and lessons to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives and departmental curriculum intent |
| Curriculum Development: | To assist in the process of the departmental curriculum intent so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's Mission and Strategic Objectives. |
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| <u>Staffing</u> | <ul style="list-style-type: none"> ● To take part in the school's staff development programme by participating in arrangements for further training and professional development. |
| Staff Development: | <ul style="list-style-type: none"> ● To continue personal development in the relevant areas including subject knowledge and teaching methods. |
| Recruitment/ Deployment of Staff | <ul style="list-style-type: none"> ● To engage actively in the Appraisal 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 school. |
| Quality Assurance: | <ul style="list-style-type: none"> ● To help to implement school quality procedures and to adhere to those. ● To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. ● To review methods of teaching and sequencing of learning. ● 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 school. ● To participate in general QA of the department including curriculum sequencing, work scrutiny, pupil voice and learning walks |
| Management Information: | <ul style="list-style-type: none"> ● To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, context sheets, registers, exam entries. ● 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: | <ul style="list-style-type: none"> ● To communicate effectively with the parents of students as appropriate. ● Where appropriate, to communicate and cooperate with persons or bodies outside the school. ● To follow agreed policies for communications in the school. |
| Marketing and Liaison: | <ul style="list-style-type: none"> ● To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools. ● To contribute to the development of effective subject links with external agencies and the North Lincs Education Consortium (NLEC). |
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| Management of Resources: | <ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To identify resource needs and to contribute to the efficient/effective use of physical resources within own teaching area • To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students. |
| Pastoral System: | <ul style="list-style-type: none"> • 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 a Pastoral staff 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. |
| | <ul style="list-style-type: none"> • 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 school concerned with the welfare of individual students, after consultation with the appropriate staff • To contribute to PSHCE and enterprise according to school policy • To apply the Positive Behaviour Policy so that effective learning can take place. |
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| Teaching: | <ul style="list-style-type: none"> • To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school 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 school subject specialism(s) are reflected in the teaching/learning experience of students • To undertake a designated sequence of learning. • 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 school'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, departmental and school procedures. • To mark, grade and give written/verbal and diagnostic feedback as required in the departmental assessment policy |
| Other Specific Duties: | |
| | <ul style="list-style-type: none"> • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example • To actively promote the School's corporate policies. • To continue personal development as agreed. • To comply with the school's Health and safety policy and undertake risk assessments as appropriate. • To engage actively in the Schools' Appraisal review. • To be courteous to colleagues and provide a welcoming environment to visitors, parents and the wider community in all dealings and communication. |

Note

- 1) Whilst the list provides a framework to inform applicants of the broad nature of this role, it is not meant to be exhaustive. All roles may be reviewed and the precise nature of the job description may change.
- 2) Responsibilities are subject to general duties and responsibilities contained in the statement of the Teacher's Pay and Conditions Document 2024
- 3) This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be construed as definitive. In allocating time to the

performance of duties and responsibilities the post-holder must use the School's Directed Time statement published annually.