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**ONE HEARTBEAT, WORKING TOGETHER FOR SUCCESS, SERVING THE COMMUNITY**

**Post: Humanities Teacher**

**Responsible To: Head & Deputy Head**

**Salary:**  **MPS/UPS**

**Contracted Hours: FULL TIME**

**Pension:**  **Teacher Pension Scheme (it will be assumed that you will be part of this scheme unless you opt out)**

**Start Date: September 2022**

**Teacher Job Description**

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| **Aim and main purpose of role**  Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct, including through their form tutor responsibilities. 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 pupil. Teachers should:   * Maximise the achievement of all children in your care * Be responsible for children’s safety and welfare * Assist in the development of the ever-growing school * Promote the aims, values and vision of the school and maintain its philosophy of education |

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| **Key areas of responsibilities**  To be an effective and reflective teacher in the classroom Teachers should adhere to the **Professional Standards for Teachers.**  **All Qualified Teachers**   * Building positive relationships with pupils which provide a safe and happy environment in which they can do the best that is possible **(Professional Standards for Teachers (PST: 1, 2)** * Teach appropriately challenging, engaging and well-organised lessons that are designed, as part of an overall sequence of lessons, to enable pupils to make progress in their learning **(PST: 4, 5)** * Enable pupils to develop their understanding and grasp of the learning competencies and skills **(PST: 3, 4, 5)** * Have a secure knowledge and understanding of the subject and course requirements **(PST: 3, 4, 6)** * Following schemes of work and planning to ensure that all pupils have the opportunity to reach their potential in lessons irrespective of academic ability **(PST: 1, 2, 3, 4, 5)** * Reviewing and reflecting on lessons taught to aid future planning **(PST: 4, 5, 6)** * Regular formative and summative assessment of pupils work in the context of the departmental assessment policy and cycle which will inform future planning and impact upon pupil progress **(PST: 6)** * Contributing to the development of teaching and learning in the department by sharing good practice and resources **(PST: 4, 8)** * Developing the clear understanding of the levels and grades at all key stages which is necessary to inform planning and assessment procedures **(PST: 6)** * Ensuring that progress checks and reporting to parents follow school guidelines and are of the highest professional standards, as well as providing accurate and constructive feedback and appropriate targets **(PST: 8, 6)** * Creating and using opportunities with schemes of work for the spiritual and moral development of pupils **(PST: 1, 4, 7, 5)** * Creating and maintaining an attractive, well-managed and ordered learning environment in the classroom **(PST: 1, 7)** * Rewarding and celebrating pupils’ achievement **(PST: 7)** * Regular setting and checking of homework **(PST: 4)** * Working in partnership with a mentor to evaluate, review and develop classroom practice **(PST: 4, 8)** * Attending meetings to develop further classroom practice, quality of teaching and learning, and pastoral care in the school **(PST: 4, 8)** * Be aware of and understand how to respond and provide for pupils from different backgrounds, who have English as an additional language or who have a special need **(PST: 1, 2, 5)** * Understand how to identify concerns, such as neglect or abuse, that may affect a child and know the arrangements for referring these concerns within school **(PST: 7, 8)** * Understand the professional duties of teachers and the statutory framework within which they work **(PST: 2)**   **Post-Threshold Teachers**   * Contributing significantly to the implementation of school policies and practice and promoting collective responsibility for this. * Have an extensive knowledge and understanding of the process of learning and teaching and how best to enable pupils to achieve his or her potential. * Have an extensive and well-informed understanding of relevant subject and course requirements including assessment and the appropriateness of different courses for different learners. * Have a more detailed knowledge and understanding of their subject and how pupils and learning progresses within it. * Have sufficient depth of knowledge and experience to give advice on the development and well-being of pupils. * Be flexible, creative, and adept and designing schemes of work, lessons and sequences of lessons that are effective, consistently well-matched to learning objectives and which enable pupils to make at least minimum expected progress in their learning. The lessons will integrate recent developments relating to their subjects and to learning competencies. * Have teaching skills and a relationship with pupils that enable them to make better progress than might be anticipated and enables them to meet their school targets. * Promote collaboration and work effectively as a team member both within and beyond the department. * Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback. |

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| **Form Tutor responsibilities**   * Day to day pastoral care of a tutor group. * Delivering an effective PSHE curriculum to the tutor group. * Providing exceptional pastoral care of a tutor group each morning and end of day. Encouraging, supporting, and equipping the pupils to succeed throughout their time at Glebe Farm School      * Taking a register, monitoring punctuality and attendance, and forwarding concerns to the year leader * Monitoring the use of pupil planners and signing them to ensure effective use * Academic mentoring of your tutor group * Promoting exceptional behaviour and always leading by example. * Active encouragement and facilitation of pupils to fulfil the ethos and vision of the school, one heartbeat, working together for success, serving the community. * Referring information and causes for concern to the Designated Person, EAL Lead, Learning Support Lead or Year Leader/Pastoral Lead as appropriate   Any other tasks as directed by the Line Manager which fall within the remit of the post. |

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| **Review of Performance**  Performance Management reviews will focus on the post holders’ responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of ‘continuous improvement’. |

**Code of Conduct**

Glebe Farm expects all staff to ensure that their standards of conduct are, always, compliant with the Milton Keynes Code of Conduct for Employees in Schools.

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| **Responsibilities and expectations of all Glebe Farm employees**  Glebe Farm expects all staff to ensure that their standards of conduct are, always, compliant with the IFtL Code of Conduct.   * To work consistently to uphold School’s belief that no child is born to fail. * To exemplify and uphold the school’s vision, values and ethos at all times particularly with regards to children’s wellbeing and emotional development. * To follow all school policies * To work in a co-operative and polite manner with all stakeholders. * To work with children in a courteous, positive, caring, and responsible manner always. * To follow the child protection procedures. To ensure that children’s safety and wellbeing is never compromised. * Demonstrate a keen interest and involvement in all aspects of school life * To be polite, cooperative, and positive when communicating to other staff. * To take an active and positive role in the school’s commitment to the development of staff, and their annual review procedures. * To work with visitors to the school in such a way that it enhances the reputation of the school. * To seek to improve the quality of the school’s service. * To present oneself in a professional way that is consistent with the values and expectations of the school. |

**Specific Responsibilities:**

These will be negotiated with the successful candidate, dependent on experience, expertise and school requirements

Glebe Farm School is committed to the safeguarding of children and expects all staff and volunteers to share this commitment. All appointments are subject to a satisfactory enhanced DBS declaration.

**Classroom Teacher Person Specification**

Essential (E) Essential to be considered for appointment

Desirable (D) Beneficial for the successful applicant

How this will be assessed:

Application Form = AF

Supporting Statement = SS

Interview = I

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| **CRITERIA** | | |
| **Qualifications/Experience** | | |
| Qualified to degree level or equivalent | E | AF |
| Qualified teacher status | E | AF |
| Holding or in the process of completing other relevant professional qualifications | D | AF |
| Successful experience (including teacher training placement) with pupils in an 11-16 school) | D | AF/SS/I |
| An understanding of the diverse learning and social needs of children aged 11-16 | D | SS/I |
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| **PROFESSIONAL KNOWLEDGE, EXPERIENCE AND SKILLS** | | |
| **Vision and core values** |  |  |
| Great ambassador for Glebe Farm School | E | I |
| Ability to uphold and contribute to a positive ethos | E | I |
| Clear values and moral purpose | E | I |
| Emphasis upon high achievement | E | SS/I |
| Commitment to going ‘the extra mile’ for pupils at Glebe Farm School | E | SS/I |
| Commitment to working for the benefit of others | E | I |
| Commitment to getting involved and being a positive member of the team | E | I |
| Commitment to the care of our children & families | E | I |
| Commitment to Glebe Farm School upholding its position as the beating heart of the Community. | E | I |
| **Specialist Knowledge and Skills** | | |
| A good understanding of the National Curriculum and GCSE Syllabus | E | SS/I |
| A sensitive understanding of how children learn | E | SS/I |
| Excellent oral, written and interpersonal skills | E | SS/I |
| A good understanding of how to assess the progress that pupils make in the classroom | E | SS/I |
| A good understanding of how to plan effective lessons that engage learners at every level, enable pupils to make outstanding progress | E | SS/I |
| A good understanding of safeguarding issues related to working with children | E | SS/I |
| A good understanding of a GCSE examination syllabus | E | SS/I |
| Familiarity with ICT systems e.g. SIMs or the like | D | SS/I |
| **Personal Attributes** |  |  |
| Reliable and determined |  | SS/I |
| Excellent at working as part of a team |  | SS/I |
| Ability to review, evaluate and learn from own classroom practice |  | SS/I |
| Commitment to continuous professional development |  | I |
| Ability to take the initiative, be flexible and respond to change in an ever-growing school |  | I |
| Inspire and relate to students |  | I |
| Patience and empathy for children, staff and others |  | I |
| **Wider engagement and contribution** |  |  |
| To be able to build and maintain effective relationships with parents, carers, governors and the community to enhance the education of all pupils |  | SS/I |
| To network across the IFTL Trust and other schools |  | I |