

## JOB DESCRIPTION & PERSON SPECIFICATION

<b>Post:</b>	MFL Lead Teacher
<b>Start date:</b>	September 2021
<b>Hours of Work:</b>	Full Time, Permanent
<b>Responsible to:</b>	Vice Principal
<b>Base:</b>	Parkfield School, Hurn, Christchurch.

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### PRINCIPLE PURPOSE OF THE ROLE

To monitor and support the overall progress and development of students as a teacher, facilitating and encouraging a learning experience which provides students with the opportunity to achieve their individual potential.

To contribute to raising standards of student attainment; sharing and supporting the school's responsibility to pride and monitor opportunities for personal and academic growth.

The above will be supported by using the Professional Standards for Teachers framework:

- Set high expectations which inspire, motivate and challenge students as well as establish a safe, caring and stimulating environment for our pupils.
- Promote good progress and outcomes by students;
- Demonstrate good subject and curriculum knowledge;
- Plan and teach well-structured lessons;
- Adapt teaching to respond to the strengths and needs of all students;
- Make accurate and productive use of assessment;
- Manage behaviour effectively to ensure a good and safe learning environment;
- Fulfil wider professional responsibilities

All teachers are required to carry out the duties of a teacher as set out in the current School Teachers Pay & Conditions document and the national Teachers' Standards level of practice.

### KEY RESPONSIBILITIES

To promote the vision and aims of Parkfield School.

### TEACHING

- Deliver the curriculum as relevant to the age and ability group/subject(s) that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of students' you teach
- Be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how students learn
- Have a clear understanding of the needs of all students, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring students' progress and levels of attainment
- Make accurate and productive use of assessment to secure students' progress
- Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate

## **CURRICULUM PROVISION**

- Understanding the needs of the students and adopting/developing an appropriate curriculum
- Understanding and implementing the school's curriculum policies, schemes of work and topic plans
- Taking steps to identify areas of strength and weakness in knowledge and understanding
- Using strengths to help and support others
- Taking steps to improve knowledge and understanding in all areas

## **ASSESSMENT, RECORDING AND REPORTING**

- Assess how well learning objectives have been achieved and use outcomes to adapt teaching accordingly
- Provide Quality Marking feedback and identify clear targets for future learning as appropriate
- Carry out assessment cycles as agreed by the school
- Attend the appropriate parents' evenings to keep parents informed as to the progress of their child
- Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Learning Plans for students.

## **BEHAVIOUR AND SAFETY**

- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with the Parkfield Way
- Manage classes effectively, using approaches which are appropriate to students' needs in order to inspire, motivate and challenge students
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of students
- Have high expectations of behaviour, promoting self-control and independence of all students
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

## **PASTORAL**

- Be the first point of contact for parents of students
- Attend assemblies and actively assist in the supervision of students

- Monitor (and set targets for) the social and academic progress of individuals in the class
- Promote good attendance and monitor in accordance with the school's attendance policy

### **LEADING STAFF AND MANAGING RESOURCES**

- Involving Learning Support Assistants appropriately in all aspects of classroom work and ensuring that they are adequately briefed about each lesson where appropriate
- Ensuring the classroom is adequately and appropriately resourced for each lesson

### **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.

### **STAFF DEVELOPMENT**

- To take part in the school'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 work as a member of a designated team and contribute positively to effective working relations with the school.

### **COMMUNICATIONS**

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

## PROFESSIONAL

- Ensure the maintenance of standards of practice according to the employer and any regulating bodies and keep up-to-date on new recommendations/guidelines set by the relevant departments.
- Ensure that confidentiality is protected at all times.
- Participate in individual performance review and respond to agreed objectives
- Keep all records up-to-date in relation to Continuous Professional Development and ensure personal development plans maintain specialist knowledge of latest theoretical and service delivery models/developments.
- Attend relevant conferences/workshops in line with identified professional objectives.
- Support and encourage harmonious internal and external working relationships
- Raise the profile of the school by making positive contributions.

## GENERAL

- Contribute to the development of best practice within the service
- All employees have a responsibility and a legal obligation to ensure that information processed is kept accurate, confidential, secure and in line with the Data Protection Act (2018) and Security and Confidentiality Policies.
- It is the responsibility of all staff that they do not abuse their official position for personal gain to seek advantage of further private business or other interests in the course of their official duties
- This job description does not provide an exhaustive list of duties and may be reviewed in

## PERSON SPECIFICATION

The following person specification outlines the key skills and experience required for this position.

The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: application form; interview / assessment activities; reference and other employment checks.

<b>CATEGORY</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>WHERE IDENTIFIED</b>
<b>QUALIFICATIONS</b>	<p>Qualified Teacher status</p> <p>Graduate in relevant subject level and DfE recognised</p>	<p>Commitment to continue further study or professional development</p> <p>Evidence of continuing professional development including working towards or attainment of NPQs</p>	Application
<b>KNOWLEDGE</b>	<p>Knowledge of national curriculum requirements at KS3 and KS4</p> <p>Understanding of theory and practice of effective teaching and learning</p> <p>Knowledge of guidance and requirements around safeguarding policy and practice</p> <p>Understanding of the importance of having high expectations for all students both of behavior and academic achievement</p> <p>Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including SEN, EAL and high achievers</p> <p>Knowledge and experience of writing lesson plans, developing resources and assessing students' work</p>		

<b>CATEGORY</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>WHERE IDENTIFIED</b>
<b>EXPERIENCE</b>	Successful teaching experience (can be teaching practice) at secondary level	Working within all through schools or primary and secondary settings	Application Form References Interview Lesson observation
<b>SKILLS &amp; ATTRIBUTES</b>	<p>The ability to demonstrate, understand and apply the school's values, behaviours and curriculum principles</p> <p>The ability to demonstrate skills and commitment to perform the role in alignment with the national Teachers' Standards level of practice</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>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>Good communication skills both writing and speaking.</p> <p>Excellent time management skills and the ability to prioritise and meet deadlines under pressure</p> <p>Ability to encourage students in developing self-esteem and respect for others</p>	Collaborate and network with others within and beyond the school	Application form References Interview Task

	<p>Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels</p> <p>Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels</p> <p>A positive role model for students</p> <p>A positive approach to hard work</p> <p>Passion for teaching own subject specialism</p> <p>Patience sensitivity and understanding with the ability to remain calm in stressful situations</p> <p>Open to change, flexible, adaptable, results orientated and able to prioritise, resilient under pressure.</p> <p>Awareness of and commitment to equal opportunities and valuing diversity</p>		
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