



Teacher

We know from experience that things change throughout the lifetime of a role and so this JD isn't a list of everything you will do – this gives our people the chance to play to their strengths.

How you will make an impact...

- Help maintain the ethos of The Consortium Academy Trust by driving our organisational culture forwards and using every opportunity to embed our values.
- Taking responsibility for your own development - that way we can make the biggest impact!
- We are always looking for someone who can contribute to our growth.
- More than anything, we are looking for a team player who puts their heart in to their work. We have some core values that run through everything we do, and we'd love it if they resonate with you too.

About the role...

Background

The following generic responsibilities are consistent for all Classroom Subject Teachers. The Teachers' Terms and Conditions of employment cover all posts. All teachers will be expected to meet the appropriate Teacher Standards/Post Threshold Standards as a minimum requirement (relevant to experience).

Core Purpose of a Teacher

1. To provide a quality of teaching and learning provision that can be judged to be at least 'good' (according to the Ofsted evaluation framework) and ensures all learners make at least good progress
2. To be accountable for the attainment and progress of all learners who are taught by the post holder
3. To supervise and guide the work of any support staff including Learning/Teaching Assistants who are assigned to work with post holder's classes/learners
4. To provide pastoral support and guidance for all learners in the post holder's care, classes or form group
5. To contribute to the overall development work of the curriculum area team.

Duties and Responsibilities

All teaching staff at The Hessle Academy will have their performance judged against the Teachers Standards. This job description should be read in conjunction with the school's Pay Policy which provides the benchmark framework for the expectations of teachers based on their career stage.

1. Set high expectations which inspire, motivate and challenge learners

- a. Establish a safe and stimulating environment for learners, rooted in mutual respect
- b. Set goals that stretch and challenge learners of all backgrounds, abilities and dispositions
- c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of learners

2. Promote good progress and outcomes by learners

- a. Be accountable for learners' attainment, progress and outcomes
- b. Be aware of learners' capabilities and their prior knowledge, and plan teaching to build on these. Guide learners to reflect on the progress they have made and their emerging needs
- c. Demonstrate knowledge and understanding of how learners learn and how this impacts on teaching
- d. Encourage learners to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- a. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain learners' interest in the subject, and address misunderstandings
- b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c. 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

4. Plan and teach well-structured lessons

- a. Impart knowledge and develop understanding through effective use of lesson time
- b. Promote a love of learning and children's intellectual curiosity
- c. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners have acquired
- d. Reflect systematically on the effectiveness of lessons and approaches to teaching
- e. 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 learners

- a. Know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively
- b. Have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these

- c. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support learners' education at different stages of development
- d. Have a clear understanding of the needs of all learners, 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

6. Make accurate and productive use of assessment

- a. 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 learners' progress
- b. Use relevant data to monitor progress, set targets, and plan subsequent lessons
- c. Give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback

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

- a. 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 Behaviour policy
- b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c. Manage classes effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them
- d. Maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- a. Make a positive contribution to the wider life and ethos of the school
- b. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c. Deploy support staff effectively
- d. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- e. Communicate effectively with parents with regard to learners' achievements and well-being

9. Other specific aspects of the role

- a. To attend meetings as part of the agreed meeting cycle
- b. To undertake professional development identified through the performance management/appraisal structure and as organised for staff to promote individual, Subject Area and whole school improvement work
- c. To support and implement all relevant teaching and learning area policies, including the Code of Conduct for staff and whole school policies
- d. To act as a role model to learners in respect of dress, attendance and punctuality and general conduct
- e. To ensure that all deadlines are met as published in advance
- f. To undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Headteacher (e.g. duties, registering learners, emergency cover).
- g. To fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document.

As a member of the Trust

- Role model appropriate behaviours within a professional environment including conduct, communication, and personal appearance
- Role model high levels of literacy and numeracy including modelling appropriate language
- Aspire to develop own professional skills and qualifications
- Use all forms of social media appropriately
- Contribute to systems of evaluation and performance of the organisation positively

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.

About you...

This is the job for you if you hold the following qualifications, experience, knowledge, skills and values:

Qualifications and Training

Essential Degree/Equivalent in relevant subject/key stage
 PGCE/Equivalent
 Commitment to continue own personal development

Experience, Knowledge and Skills

Essential Effective experience as teacher or trainee teacher
 Experience as teacher or trainee teacher in the role of form tutor
 Good understanding of the National Curriculum and recent changes

The Hessle Academy is a through-school incorporating Penshurst Primary School and Hessle High School & Sixth Form College and is part of the family of schools within The Consortium Academy Trust (TCAT).

Desirable Good understanding of curriculum developments
Potential to contribute to the development of courses
Experience of assessment of learners progress
Ability to teach across the key stages
Excellent ICT skills

Values and Personal Competencies

Committed to the values and vision of the Trust
The desire to convey interest in subject to young people
Excellent interpersonal skills; energy and enthusiasm
Self-motivation
Organisational and time management skills
Ability to question
Flexibility and adaptability
Ability to effectively evaluate own performance
Team focused with the ability to work independently and take initiative
Committed to equality, diversity and inclusion
Strong morals, ethics and sound judgement.

Signed		Date	
--------	--	------	--