

Bridgwater and Taunton College Trust

Secondary Teacher.



Secondary Teacher Grade: Qualified Teacher Pay Scale.

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decisions making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.

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Core Purpose

We are seeking a highly skilled colleague who will be dynamic and committed to the department and the school. Crucially the post holder must have a commitment to comprehensive all-through education and training. They will believe passionately in the entitlement of individuals of all ages to learning.

Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

1. Relationships

- To be responsible to the Headteacher for his/her teaching duties and responsibilities.
- To be responsible for the supervision of Teaching Assistants working with the class.
- To interact on a professional level with colleagues and seek to establish and maintain productive relationships with them in order to improve the quality of learning and teaching in the Academy.

2. Teaching, Assessing and Reporting

- To plan and prepare lessons and programmes of study.
- To teach the pupils including the setting and marking of work to be carried out by the pupil elsewhere.
- To assess, record and report on the development, progress and attainment of pupils.
- To provide or contribute to oral and written assessments and reports relating to individual pupils and groups of pupils
- To maintain an ordered, attractive learning environment.
- To ensure a positive, caring ethos within the classroom
- To make positive relationships with parents/carers and provide them with advice and support
- To liaise where appropriate with outside agencies to share information about pupils in order to create the best provision to meet pupil needs
- To follow the school behaviour strategy at all times, creating a positive learning environment that is rewards driven.

3. Appraisal, Review and Professional Development

- To participate in Appraisal and Capability in accordance with the regulations made for the appraisal of teachers' performance.
- To regularly review his/her methods of teaching.
- To participate in meetings at the Academy which relate to the curriculum, administration or organisation of the school, including pastoral matters.
- To participate in arrangements for further training and professional development as a teacher, including undertaking training and professional development as identified in Appraisal and Capability objectives.
- To keep abreast of trends, developments and research in education, particularly those

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relevant to the duties and responsibilities of the post.

4. Other activities / requirements

- To promote the general progress and well-being of individual pupils and of any assigned class or group of pupils.
- To make records of and report on the personal and social needs of pupils.
- To communicate and consult with parents of pupils, and other professionals.
- To attend assemblies.
- To carry out supervision of pupils as directed by line manager.
- Responsible for the health, safety and welfare of themselves and others.
- To be responsible for the safeguarding and promotion of the welfare of children.
- To attend mandatory training course, for example, for child protection.
- To be a team player, and contribute within your own capabilities towards the Academy vision.
- The post-holder may, from time to time, be required to carry out other duties commensurate with the role.

Other Duties

- To attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- To promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- To be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time you may be required to carry out other duties commensurate with the role.

Person Specification

Area to be assessed	Essential criteria	Desirable criteria
Safeguarding	Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.	
Qualifications/Experience	<p>Qualified teacher status</p> <p>Teaching in KS3/ KS4</p> <p>Detailed knowledge of the specialist subject curriculum for Key Stage 3 and Key Stage 4.</p> <p>Ability to teach the specialist</p>	<p>Any other relevant qualifications</p> <p>Strong Evidence of CPD.</p> <p>Experience of planning cross-curricular links</p> <p>Experience of supporting EAL students in class</p>

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	<p>subject to Key Stage 3 and Key Stage 4.</p> <p>Experience of team working</p> <p>Experience of using Interactive whiteboards</p> <p>Confidence with ICT</p> <p>Confident in the use of positive behaviour management strategies</p> <p>Good understanding of supporting SEN students within the class</p>	
Knowledge/Skills	<p>Commitment to the ethos of the school</p> <p>A natural team member</p> <p>Enthusiasm</p> <p>Flexibility</p> <p>Willingness to participate in the life of the school</p> <p>Eagerness to reflect and innovate on own practice</p> <p>Ability to plan and organise own workload.</p>	<p>Willingness to run an extra-curricular club</p>