

TEACHING STAFF
JOB DESCRIPTION

ROLE TITLE	2 nd in Department
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

1. Deputise in the absence of the Head of Department.
2. Provide support to the Head of Department to facilitate effective fulfilment of his / her accountabilities.
3. Take responsibility and ownership for fulfilment of specific accountabilities as delegated by the Head of Department.

LINE MANAGEMENT RESPONSIBILITY

1. Assist in monitoring the effectiveness and impact of performance management arrangements within the department.
2. Provide interventions with staff to help improve teaching and learning as agreed with the Head of Department.

CURRICULUM AND ASSESSMENT

1. Work with the Head of Department to ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
2. Provide input as required on the choice of appropriate teaching and learning methods, including ICT, to meet the needs of the subject and of different pupils.
3. Assist and support the Head of Department in implementing policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
4. Support and help maintain a strong culture of behaviour for learning within the department, ensuring that systems of reward and sanctions are consistently applied and their effectiveness regularly evaluated by the team.
5. Work with Teachers in the Department to help ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school.
6. Help Teachers in the Department to establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
7. Actively assist in developing effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.
8. Seek ways of developing and promoting out of hours learning for pupils in relation to the subject area.

MONITORING AND EVALUATION

1. Work with specific teachers in the department as directed by the Head of Department to:
 - Identify appropriate attainment and/or achievement targets
 - Monitor pupil standards and achievement against annual targets
 - Monitor planning, curriculum coverage and learning outcomes
 - Monitor standards of pupil behaviour and application
 - Plan and implement strategies where improvement needs are identified
 - Ensure that relevant attainment / achievement targets are met
2. Lead evaluation strategies to contribute to overall school self-evaluation

LEADING STAFF DEVELOPMENT

Help maintain high standards of teaching and learning within the department using strategies including the following:

1. Identify relevant curriculum area improvement issues
2. Contribute to the professional development of colleagues using a range of strategies including coaching and mentoring.
3. Evaluate the impact of all improvement activities on the quality of teaching and learning
4. Provide staff in the department with relevant subject, curriculum area or pupil performance information
5. Support staff to maintain the highest standards of behaviour for learning.

LEADING, DEVELOPING AND ENHANCING THE TEACHING PRACTICE OF OTHERS

Work with teachers and other staff in the department to:

1. Maintain personal expertise and share this with other teachers
2. Act as a role model of good classroom practice for other teachers, modelling effective strategies with them

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

This job description will be supported by performance management which will list the objectives, key tasks, responsibilities and outcomes sought from the post holder in the school year. These will be derived from the Department Plan and other school priorities.

In consultation with the post holder, the Head of Department may request the post holder to take on a specific responsibility as the Department develops and the need arises

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIREABLE
KNOWLEDGE		
Qualifications	<ul style="list-style-type: none"> • Second class degree or higher • Relevant Teaching Qualification • English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level) • ICT QTS accreditation test level or European Computer Driving License (ECDL) 	<ul style="list-style-type: none"> •
Experience and Knowledge	<ul style="list-style-type: none"> • High levels of primary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum; • Evidence of positive impact on pupil outcomes in the relevant Year group(s); • Evidence of successful leadership of a project or initiative; • Evidence of effective team working. 	
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions • Ability to complete basic paperwork 	
Organisational		<ul style="list-style-type: none"> • Knowledge of school policies and procedures
Key Skills and Attributes	<ul style="list-style-type: none"> • Positive disposition to implementing the Schools' educational vision; • Willingness to work across the Trust's primary schools to secure high attainment for all children in the relevant Year Group(s) Key Stage(s). 	
Leadership	<ul style="list-style-type: none"> • Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team • Understanding of the management of change processes • Ability to maintain a consistent and continuous focus on pupil achievement • Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for the designated 	

	Year group(s) Key Stage(s) pupil outcomes.	
Other Qualities	<ul style="list-style-type: none"> • Able to develop genuine, empathetic relationships with young people • High personal standards in terms of attendance, punctuality and meeting deadlines • High level of personal organisation skills • Good communication skills, both written and spoken • Solution focused disposition and a positive attitude particularly to challenge and change • Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils • Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education • Able to work as part of a broader inclusion and pupil support system • Ability to work as a team player and supportive of team working • Ability and willingness to develop own understanding and capability through advice and training • Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency • Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes 	