

## Job Description

### Main Scale Secondary Teacher

|                                |  |
|--------------------------------|--|
| <b>Job purpose:</b>            | <p>Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).</p> <p>Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.</p> <p>Monitor and support the overall progress and development of students as a teacher/ Personal Tutor</p> <p>Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.</p> <p>Contribute to raising standards of student attainment and supporting pupils' social, emotional and mental health needs</p> |
| <b>Reporting to:</b>           | The Headteacher or Head of School / Senior Leadership Team / Middle Leader   |
| <b>Liaising with:</b>          | Trust, Headteacher or Head of School, SLT, teachers and support staff, LA representatives, external agencies and parent/carers   |
| <b>Responsible for - Staff</b> | Link support workers   |
| <b>Salary:</b>                 | MPS + SEN Allowance  |
| <b>Working Hours</b>           | 195 days as specified in the STPCD Full Time   |
| <b>Disclosure level:</b>       | Enhanced   |

### Teaching

- Ensure long term, medium term and short term plans are written for your subject area.
- Set high standards and expectations which inspire, motivate and challenge students.
- Promote good progress and outcomes for students.
- Demonstrate good subject and curriculum knowledge, including examination specifications.
- To teach to the highest standard.
- To promote a level of learning and children's intellectual curiosity.
- Teach, students according to their educational and social emotional needs, including the setting and marking of work including homework.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- Ensure that ICT, Reading, Writing, Communication and Maths, and Social, Moral, Cultural and Spiritual developments are reflected in the teaching/learning experience of students.
- Undertake a designated programme of teaching – this can mean teaching multiple subjects (including those outside your area of specialism).
- Ensure a high quality learning experience for students which meets internal and external quality standards.
- Prepare and update subject materials.
- Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Undertake assessment of students as requested by external examination bodies, departmental and school procedures, including marking of classwork and homework.

### Strategic / Operational Planning

- Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- Contribute to the curriculum area and department's development plan and its implementation.
- Plan and teach well-structured lessons that reflect the abilities and needs of the students.
- Contribute to the design and provision of an engaging curriculum within the relevant subject areas.

### Curriculum Provision

- Assist the Subject Leader, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
- Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

### Staffing

- Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- Engage actively in the performance excellence process.
- Ensure the effective/efficient deployment of classroom support.

- Work as a member of a designated team and to contribute positively to effective working relations.

### Quality Assurance

- Help to implement school quality assurance procedures and to adhere to those.
- Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- Review methods of teaching and schemes of work.
- Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school and department.

### Management

- Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- Complete the relevant documentation to assist in the tracking of students.
- Track student progress and use information to inform teaching and learning.
- Assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

### Communication and Liaison

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

### Pastoral System and Safeguarding

- Be a Form Tutor and Assertive Mentor to an assigned group of students.
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- Liaise with the Key Stage Leaders to ensure the implementation of the school's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Contribute to the preparation of action plans and progress files and other reports and references.
- Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Apply the school's behaviour management systems so that effective learning can take place.

### School Ethos

- Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- Promote actively the school's corporate policies.
- Comply with the school's health and safety policy and undertake risk assessments as appropriate.
- Be proactive and positive and find solutions to problems.

### Signatures

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed .....  
(Teacher)

Signed .....  
(Headteacher)

Dated .....

Dated .....

## Person Specification / Selection Criteria Main Scale Teacher

| Selection Criteria   | Essential | Source<br>Source<br>A = Application<br>I = Interview<br>R = References<br>T = Task or<br>observation |
|--|-----------|--|
| <b>Qualifications</b>  |           |  |
| Qualified Teacher status with a good honours subject degree  | ✓         | A  |
| Evidence of continued personal and professional development  | ✓         | A  |
| <b>Experience</b>  |           |  |
| Recent experience of working with students across the secondary age range incl GCSE                                      | ✓         | A R  |
| Recent experience in raising students' attainment  | ✓         | A R I  |
| <b>Knowledge and Skills</b>  |           |  |
| A passion for learning and an outstanding teacher  | ✓         | A R I T  |
| Understand about social, emotional and mental health needs of pupils and ways to support them                            | ✓         | A I T  |
| Secure commitment to a clear vision for the department and the school  | ✓         | A R I  |
| Ability to match children's needs in terms of curriculum, spiritual, personal and social development                     | ✓         | A R T  |
| Understanding and awareness of current educational developments and the implications of relevant educational legislation | ✓         | A  |
| Work as part of a team   | ✓         | A R I  |
| Motivate and inspire students and parents  | ✓         | A R I  |
| Knowledge of all necessary NC assessment, recording and reporting  | ✓         | A  |
| Communicate effectively, orally and in writing for a range of audiences and purposes                                     | ✓         | A R I  |
| Manage good communications systems   | ✓         | A R I  |
| Excellent ICT skills   | ✓         | A R I  |
| Excellent Subject Knowledge in the subject specialism  |           |  |
| <b>School and Trust Responsibility</b>   |           |  |
| Commitment to comply with the school's policies  | ✓         | A R  |
| Commitment to continue personal development in relevant area   | ✓         | A  |
| Commitment to participate in the staff review and development process  | ✓         | A R  |
| Commitment to raising standards for all staff and students   | ✓         | A I  |
| Commitment to equal opportunities and inclusion  | ✓         | A I  |
| Commitment to participation in the full life of the school   | ✓         | A  |

|  |   |     |
|--|---|-----|
| <b>Personal Qualities</b>                      |   |     |
| Resilience and able to adapt to change quickly | ✓ | R I |
| Tact and a sense of humour                     | ✓ | I   |

|   |   |       |
|---|---|-------|
| Deal sensitively with people and resolve conflicts  | ✓ | R I   |
| Ability to get the best out of people   | ✓ | R I   |
| High levels of motivation and commitment  | ✓ | A R I |
| Ability to work under pressure and meet deadlines   | ✓ | A R I |
| Achieve challenging professional goals  | ✓ | A     |
| <b>Application</b>  |   |       |
| Accurate completion of school application form  | ✓ | A     |
| Supporting statement which addresses person specification, evidence in supporting statement and application | ✓ | A     |
| Technically accurate in terms of spelling, punctuation and grammar  | ✓ | A     |
| Legally entitled to work in the UK  | ✓ | A     |