

Job Description: Teacher

- **Post:** **Teacher of Art**
- **Common Pay Spine Point:** **Teachers' Main/Upper Scale**
- **Relationships:**

The post holder:

- is accountable to the Headteacher in all professional matters; and to the Head of Faculty. The post holder is responsible to the Head of Subject/Department where applicable and to the Head of Year in pastoral matters.
- will interact on a professional level with colleagues and seek to establish and maintain productive relationships with them.

5. Purpose of the job:

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the prevailing School Teachers' Pay and Conditions Document (STPCD).
- To implement and deliver an appropriately broad, balanced, inclusive, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/form tutor.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
- The postholder will be expected to act as an adult role model.
- The postholder has a responsibility to promote and safeguard the safety and welfare of pupils and students in accordance with CSET/School policies and procedures and any associated guidance.

6. Key Tasks:

- You are required to carry out the duties of a teacher as detailed in the School Teachers Pay and Conditions Document.

6.1 To be responsible for:

- The provision of a full learning experience and support for students.

6.2 Teaching and Learning:

- To set high expectations that inspire, motivate and challenge students.
- To ensure all lessons are prepared and delivered in accordance with the school's teaching and learning policy and are personalised and differentiated to take into account student needs and prior attainment. These needs include SEND, EAL and gifted and talented students.
- To ensure that ICT, Literacy, Numeracy and learning skills are reflected in the learning experience of students.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep and share such records as required.
- To evaluate and analyse student progress towards targets to identify individual and groups of underperforming students.
- To provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure feedback and marking provided to students, in both written and verbal form, supports students' better understanding of their achievement to date and what is needed to progress further. This applies to class and homework.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards and which secures expected or better progress by all students.
- To use a variety of teaching methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain high standards of behaviour both within the classroom and subject area to facilitate high standards of teaching and learning.
- To encourage and maintain high standards of attendance, punctuality and work by students.
- To create and maintain an engaging, exciting and orderly learning environment.
- Ensure the effective deployment of additional support staff within the classroom.
- To treat all students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- To have regard for, and promote the need to safeguard students' well-being, in accordance with statutory provisions and the school's policy.
- To continue own professional development in relevant areas including subject knowledge and teaching/learning methodology.
- To be a reflective practitioner willing to improve and share good practice with others.
- To work professionally and effectively as part of a subject and wider school staff team.

- To be a positive role model for all students.

6.3 Operational/Strategic Planning:

- To assist in the development of appropriate schemes of work and resources, marking policies and teaching strategies for the subject area.
- To contribute to the curriculum area development plan and its implementation.
- To plan and prepare courses and lessons.
- To incorporate Teaching and Learning pedagogy into any planning activities.

6.4 Curriculum Provision:

- To assist in ensuring that the curriculum area provides a range of teaching which complements the school's strategic objectives.

6.5 Curriculum Development:

- To 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 Preferred Future and Improvement Plan.

6.6 Self Evaluation:

- To actively engage in the school's quality assurance processes in line with subject/school policy including lesson observation and work scrutiny.
- To help to implement and to adhere to school quality procedures including the school's self-evaluation strategy
- To contribute to the process of monitoring and evaluation of the curriculum area in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review as appropriate/required, methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and learning support functions of the school.

6.7 Management Information:

- To maintain appropriate records and to provide relevant, accurate and up to date information for the school's information management systems (SIMS).
- To complete the relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.

6.8 Management of Resources:

- To contribute to the process of the ordering and allocation of equipment and materials.

- To assist the HoF/HoD/Subject Leader to identify resource needs and to contribute to the effective/efficient use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and the students.

7. Student Support and Achievement Responsibilities:

- To be a form tutor to an assigned group of students.
- To promote the general progress and well being of individual students and of the Form Tutor group as a whole.
- To adhere to the school's attendance policy. To register students, accompany them to assemblies, encourage their full attendance and punctuality at all lessons and their participation in other aspects of school life.
- To apply the behaviour for learning management systems so that effective learning can take place.
- To evaluate and monitor the progress of students and keep up to date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To 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.
- To contribute to Personal, Social, Health and Citizenship Education (PSHCE) and according to school policy.

8. Communication and Liaison:

- To communicate effectively with the parents/carers of students as appropriate.
- To communicate and co-operate with persons or bodies outside the school where appropriate.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as parents' evenings, tutor surgeries, review days and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

9. Staffing:

- To take part in the school's professional 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 ensure the effective/efficient deployment of classroom support.
- To work as a member of designated curriculum and pastoral teams and to contribute positively to effective working relations within the school.

10. The School Ethos:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage all staff and students to follow this example.
- To promote actively the school's policies.
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.

11. The duties and responsibilities of the post are subject to those detailed in the National Statement of Conditions of Employment and will count as directed time as detailed in such statement, and as defined by the Headteacher.

12. This job description does not define in detail all duties/responsibilities of the post. These will be reviewed annually as part of the performance management process, the self-evaluation process and the SIP priorities.

13. Specific tasks and responsibilities:

SPECIAL NOTES OR CONDITIONS

The suitability of the post-holder to work with pupils and students will form part of the selection process.

Any job offer made will be subject to certain pre-employment checks being satisfactory including an enhanced Disclosure and Barring check (for the children's workforce), a Children's Barred List check, two references, health, identity, the right to work, a Prohibition Check (for teachers), qualifications (as appropriate), overseas' checks as appropriate and a Section 128 check (for those on the Senior Leadership Team).

PERSON SPECIFICATION – TEACHER OF ART

CRITERIA	ESSENTIAL	DESIRABLE	EVIDENCE
Qualifications	<ul style="list-style-type: none"> A good honours graduate or equivalent QTS 		Application Reference
Experience	<ul style="list-style-type: none"> Successful experience as a tutor (including teaching practice) Experience of teaching across age and ability range (including teaching practice in specialist subjects(s)) Recent relevant CPD leading to classroom improvement 	<ul style="list-style-type: none"> Successful experience in an 11-18 school 	Application Reference Selection Process
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> High quality teaching skills Commitment to a variety of TLS. Ability to motivate and inspire students A sound knowledge/understanding of how students learn Excellent communication and interpersonal skills High expectations of self and others Very good organisational skills Very good user of ICT Ability to teach across all levels in the required subject across the curriculum 	<ul style="list-style-type: none"> Willingness to contribute to extra-curricular activities Ability to analyse and interpret data Ability to offer teaching in other subject areas 	Application Reference Selection Process
Personal Qualities	<ul style="list-style-type: none"> Energy and enthusiasm Ability to work under pressure Stamina Team Player Excellent role model for young people Able to give and receive effective feedback Love of working with young people 	<ul style="list-style-type: none"> A sense of humour 	Application Reference Selection Process
Beliefs and Values	<ul style="list-style-type: none"> Committed to Inclusive Education. Committed to providing Achievement for Everyone Belief that more is achieved together than alone 		Application Reference Selection Process
Suitability to Work with Young People	<ul style="list-style-type: none"> Able to demonstrate that he/she is suitable to work with children and young people Able to demonstrate a commitment to safeguarding and promoting the welfare of children and young people 		Reference DBS Check
Application	<ul style="list-style-type: none"> Clear, well planned with evidence to back up statements Addresses requirements outlined in letter to applicants from Headteacher 		Application