**BACUP AND RAWTENSTALL GRAMMAR**

**Job Description for Teacher of Biology**

**Salary: MPS/UPS**

**Contract: Full time**

**Term: Permanent**

**Responsible to:** **Head of Biology**

**Introduction**

This job description should be read in conjunction with the conditions of employment of school teachers set out in the relevant paragraphs of the School Teachers' Pay and Conditions Document 2006 and the provisions of that document will apply to the post holder. The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher. The postholder is responsible to the Headteacher in all matters, and to the Head of Biology in respect of curricular matters and the Head of Year in pastoral matters.

### General Duties

The postholder will be expected to carry out the professional duties of a teacher as outlined in the School Teachers’ Pay and Conditions Document currently in operation, or any subsequent legislation. The postholder will also be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

**General Responsibilities**

Taking appropriate responsibility for one’s own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally-adopted policies, including taking responsibility for raising concerns with an appropriate manager.

**Planning and Development**

* + - * To set challenging teaching and learning objectives which are relevant to all pupils in their classes.
      * To use teaching and learning objectives to plan lessons and sequences of lessons showing how pupils’ learning will be assessed.
      * To select and prepare resources, and plan for their safe and effective organisation, taking into account pupils’ interests and their learning needs, language and cultural backgrounds.
      * To contribute to teaching teams, meetings and extra-curricular events.
      * To plan opportunities for pupils to learn through extra-curricular opportunities, including out-of-school contexts.
      * To produce long and short term planning in accordance with departmental and school policy and procedures and to required deadlines.
      * To develop schemes of work and other documentation related to teaching and learning in the faculty.

**Personal Professional Development**

* + - * To maintain an up-to-date knowledge and understanding of the professional duties and regularly evaluate practice.
      * To participate in performance management and be committed to evaluating and improving performance through appropriate professional development.
      * To develop and maintain a creative and constructively critical approach towards innovation, be prepared to adapt practice and act upon advice and feedback from coaching and mentoring.
      * To develop and maintain a good, up-to-date working knowledge of a range of teaching, learning and behaviour management strategies in order to personalise learning.

**Monitoring and assessment**

* + - * To make appropriate use of the school’s monitoring and assessment strategies to evaluate pupils’ progress towards planned learning objectives.
      * To use monitoring and assessment information to improve planning and teaching.
      * To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils as they learn.
      * To involve pupils in reflecting on, evaluating and improving their own performance and progress.
      * To assess pupils’ progress accurately against appropriate standards.
      * To identify and support pupils with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
      * To identify the levels of attainment for pupils’ learning in English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
      * To record pupils’ progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
      * To report on pupils’ attainment to parents, carers, other professionals and pupils as appropriate.

**Teaching and Class Management**

* + - * To have high expectations of pupils and build successful relationships centred on teaching and learning.
      * To establish a purposeful learning environment where diversity is valued and where pupils feel safe, secure and confident.
      * To teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in their age range.
      * To teach clearly structured lessons or sequences of learning which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and promote collaborative group work.
      * To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
      * To differentiate teaching to meet the needs of pupils of all ability ranges, taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
      * To organise and manage teaching and learning time effectively.
      * To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.
      * To set high expectations for pupils’ behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage pupils’ behaviour constructively and promote self-control and independence.
      * To use ICT effectively in delivery of teaching and learning.
      * To take responsibility for teaching a class or classes over a sustained and substantial period of time.
      * To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.
      * To work collaboratively with other professionals and manage the work of support staff to enhance pupils’ learning.
      * To recognise and respond effectively to equality issues as they arise in the classroom and challenge stereotyped views, bullying and harassment in accordance with school policy and procedures.
      * To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
      * To attend and participate in regular meetings.