**Main Purpose of the Job**

The conditions of employment of School Teachers specify the general professional duties of all teachers. The safeguarding of children and young people underpins the work of the Academy and must be adhered to as a prime responsibility. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner.

**Reports to:** Subject Co-ordinator/Curriculum Leader

**Grade / Salary Scale:** Dependant on experience.

**Specific responsibilities**

**TEACHING & LEARNING**

* To provide outstanding learning experiences for all students as a classroom teacher and in the role of a tutor
* To promote a high standard of behaviour for learning
* To monitor, evaluate and support the learning of specific groups of students
* Children looked after
* Students identified as being in the top 10% of the cohort on transition from KS2
* Students on the gifted and talented register
* Students with a statement of SEN
* Students identified by the Learning Leader as being at risk of not meeting expected outcomes
* To put into place intervention strategies for learning and teaching to ensure targets are reached
* To create and maintain a stimulating learning environment to promote support and progress
* To set appropriate at home learning experiences in line with Academy policy
* To contribute to out of Academy learning and enrichment activities
* To work co-operatively as part of a team and take responsibility for delegated departmental tasks

**DEPARTMENTAL CURRICULUM**

* To contribute towards departmental developments and the planning of units of work
* To ensure familiarity with subject matter and departmental resources and to prepare lessons relating to units of work, within the context of the departmental schemes and the requirements of the National Curriculum
* To assess, record and report achievement according to departmental policy, whole academy policy and national Curriculum requirement
* To meet the needs of the school improvement plan, departmental improvement plan and individual performance management targets

**LIAISON**

* To promote academic and pastoral liaison with parents
* To attend regular departmental standards meetings, departmental briefings and parent consultation meetings, for each year group, as appropriate
* To communicate with the Learning Leader, Progress Manager and tutors on academic and pastoral matters
* To be aware of opportunities for cross curricular work and to pursue these where appropriate.

**General**

All Academy staff are expected to:

1. To comply with the TKAT/Havant Academy Code of Conduct
2. Undertake other such reasonable duties as may be required from time to time;
3. Work towards and support the Academy’s vision and the objectives;
4. Support and contribute to the Academy’s responsibility for safeguarding students;
5. Work within the Academy’s health and safety policy to ensure a safe working environment for staff, students and visitors;
6. Work within the Academy’s Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective;
7. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive courteous relations with students, parents and colleagues;
8. Engage actively in the performance review process;
9. Adhere to Academy policies and procedures as set out in the staff handbook or other documentation available to all staff.

This job description should be seen as enabling rather than restrictive and will be subject to regular review. Given the evolving needs of the Academy, flexibility among staff is very important. All staff at the Academy are expected to comply with any reasonable request from a leader to undertake work of a similar level and/or type that it is not specified in this job description.

**Person Specification:**

**Skills, Qualifications, Knowledge and Understanding**

|  |  |
| --- | --- |
| Good Honours Graduate with Qualified Teacher Status | Essential |
| Mixed ability teaching across Key Stages with evidence of consistently Good/Outstanding teaching | Essential |
| Excellent knowledge and skills in the use of AfL, differentiation and varied and effective teaching styles | Essential |
| Ability to develop an outstanding Culture for Learning and relationships within the classroom | Essential |
| High quality data analysis skills, and use of student profile data in the planning and delivery of lessons | Essential |
| Ability to embed cross-curricular themes (numeracy, literacy, ICT) within lessons and schemes of work | Essential |
| Excellent subject knowledge in relevant subject(s) and assessment requirements of examination subjects | Essential |
| Good literacy, communication, IT, administrative and organisational skills | Essential |
| Ability to teach subject areas in Key Stage 3 and Key Stage 4 appropriate to Academy need | Desirable |
| Postgraduate training and/or qualification relevant to position | Desirable |

**Experience**

|  |  |
| --- | --- |
| Evidence of professional development relevant to the role and linked to national AST/ET standards | Essential |
| Use and development of Quality Assurance systems and policies to improve learning and teaching | Desirable |
| Experience of using innovative digital technologies to engage learners and enhance student outcomes | Essential |
| Significant and relevant recent experience of teaching across the age and ability range (in relevant subject(s)) | Essential |
| Significant experience of staff development, coaching, mentoring and delivering CPD | Desirable |
| An interest in action research as a tool for student engagement, voice and outcomes improvement | Desirable |
| Experience of a leadership role at a similar level within a similar school context | Desirable |

**Leadership and Management**

|  |  |
| --- | --- |
| Ability to work strategically, shaping the future and securing the learning outcomes of the vision | Essential |
| Ability to plan, organise, prioritise and delegate workload effectively and meet deadlines | Essential |
| Experience of leading a team, performance management, mentoring and developing others | Desirable |
| Desire and capacity to develop others and challenge underperformance | Desirable |
| Evidence of ongoing professional development in relation to leadership | Desirable |
| Ability to evaluate and moderate the quality of learning and teaching within and across Faculties | Essential |
| Ability to produce reports and present information to staff, parents, community and Governing Body | Desirable |
| Ambition to develop skills, understanding and attributes required for Senior Leadership | Desirable |

**Personal Qualities**

|  |  |
| --- | --- |
| Commitment: sustained energy and enthusiasm to achieve the Principal’s vision for improvement | Essential |
| Flexibility: ability to adapt and implement change, willingness to learn and develop new skills | Essential |
| Self-motivation: ability to initiate and complete routine and non-routine work independently | Essential |
| Self-awareness: self -reflective practitioner, aware of own strengths and areas for development | Essential |
| Social awareness: team player and motivator, emotionally intelligent, relationship builder | Essential |
| High standards: leading by example, professional, continually upholding Academy aims and ethos | Essential |
| Resilience: ability to remain calm under pressure, regulates own emotions, excellent attendance | Essential |
| Empathy: genuine care and passion for working with and developing young people and adults | Essential |
| Innovative: passionate about embracing new technologies, methodologies, ideas and practices | Essential |
| Positivity: sense of humour, ability to inspire and energise others, ‘can do, will do’ approach | Essential |