

JOB DESCRIPTION	
Westwood College and Leek High School part of the Talentum Learning Trust	
TEACHER- Secondary Education	

Statement of Purpose

Fulfil the duties of a teacher in accordance with Teacher's Standards and School Teacher's Pay and Conditions, developing, implementing and delivering a broad, balanced and relevant curriculum for all students, incorporating statutory requirements.

Foster a safe learning environment and educational experience which facilitates and supports all students to fulfil their potential, monitoring individual and overall progress of the class. Champion equality, diversity and inclusion and ensuring all students feel valued in the classroom and school community.

Roles & Responsibilities:

Planning

- Assist in the design and provision of an engaging curriculum through appropriate syllabi, resources, schemes of work, marking policies and teaching strategies.
- Plan, prepare and deliver a high-quality learning experience meeting the requirements of the National curriculum with regard for the school's aims, policies and schemes of work. This includes planning for online learning when necessary and in accordance with school policy and national guidance.
- Provide clear structures for lessons including structured objectives to meet the needs of all students, through adaptive teaching methods and resources.
- Set tasks which challenge students and ensure high levels of student interest, using a variety of delivery methods.
- Make effective use of assessment information to inform planning.
- Understand and provide support for students eligible for Pupil Premium Funding.
- Have a clear understanding of the needs of all students including those with SEN, from all prior attainment groups, EAL and disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support these groups. Liaise with SENDCO and Specialists to ensure that the needs of students on the SEND register are met.

Teaching and Class Management

- Undertake a designated programme of teaching using a variety of teaching and delivery methods appropriate to students' needs and demands of the syllabus, in line with the school's pedagogy.
- Establish and maintain a safe, stimulating, purposeful and effective learning environment for all students.
- Plan and communicate the role of the learning support staff in the classroom, liaising with them as appropriate.
- Impact knowledge and develop understanding through effective use of lesson time.
- Monitor and intervene when teaching to ensure students are appropriately supported, challenged, fully engaged and on task.
- Set appropriate and demanding expectations for presentation of work.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate.
- Prepare students for examinations and take part in standardisation or moderating exercises as required and directed.
- Promote the students' moral, social and cultural development in line with the school ethos and cornerstones.
- Deliver online learning as necessary and required by the school or national guidelines.

Monitoring, Assessment, Recording, Reporting and Accountability

- Assess, monitor, record and support the attendance, progress, development and achievement of all students, as a teacher and form tutor.
- Use appropriate ranges of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all background's, abilities and dispositions, monitoring their progress and levels of achievement.
- Make accurate and productive use of data to monitor progress, set targets and plan subsequent teaching lessons.
- Provide developmental feedback to students guiding their learning to the next level.
- Meet deadlines for reporting, marking, submission of casework and other assignments.
- Provide reports on individual student progress to the Head of School and parents.
- Attend Parents' evenings, and open evenings as required and directed, and keep parents informed about their child's performance and future targets.

Behaviour Management

- Adhere to the school's behaviour procedures setting clear expectations for students and establishing routines.
- Set high expectations for students' behaviour, punctuality and attendance, establishing and maintaining a good standard of discipline through well-focused teaching and positive relationships, implementing school policies.
- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect using the school's guidance and support systems consistently and fairly in line with school policy.
- Maintain good relationships with students and aim to create good appropriate links with stakeholders.

Safeguarding & Pastoral Care

- Understand and implement safeguarding procedures of the school, promoting a positive environment where students feel safe.
- Be a form tutor to an assigned group of students.
- Promote the well-being of individual students and any class or group of students assigned to you.
- Liaise and work with relevant staff to ensure implementation of the school's guidance and support system.
- Register students, accompany them to assemblies, encourage full attendance at all lessons and participation in school life.
- Ensure that information is shared with colleagues to ensure the well-being of students in your care, including alerting colleagues to any problems experienced by students and making recommendations on how they can be resolved, supporting agreed next steps as necessary.
- Contribute to the PHSE, and Careers Education programmes, ensuring all students are encouraged and supported to fulfil their potential and aspirations.

Other Professional Requirements

- Understand your professional responsibilities and have a working knowledge and understanding of relevant legislation.
- Understand and follow all school policies and procedures.
- Establish effective working relationships with colleagues.
- Set a good example through your presentation and your personal and professional conduct.
- Participate and contribute to departmental meetings, school events and activities as required.
- Support the values, ethos and mission of the school and wider trust.
- Regularly review the effectiveness of own teaching and assessment practice and its impact on student progress, attainment and well-being.
- Take part in professional learning activities to support continual improvement of practice.
- Refine practice, approach and behaviour based on self-reflection, feedback and the sharing of advice and good practice with colleagues.
- Keep up to date with research and developments in pedagogy.
- Participate fully in school life supporting school functions, extra-curricular opportunities and Trust events.
- Proactively prepare for and participate in appraisal conversations and performance management discussions.
- Promote good relationships with parents/carers and other external stakeholders.
- Assist in identifying, ordering and allocating equipment, resources/materials.

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career:

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.

- Having a regard for the need to safeguard student's well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit student's vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teachers are expected to comply with The School Teachers' Pay and Conditions document and Teacher Standards.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

**Person Specification
Secondary
Classroom Teacher**

Essential Criteria	Measured By
Experience & Knowledge - Recent experience as classroom teacher within a secondary setting - Knowledge of the relevant statutory frameworks and exam specifications - Experience of teaching in relevant Key Stages, in relevant subject - Experience of successful strategies for raising students' achievement with innovative pedagogy - Knowledge of effective behaviour management strategies and experience of implementation - An awareness, understanding and commitment to the principles of inclusion, with experience of implementing strategies for challenging all students - Understanding of how to support disadvantaged pupils by providing rich opportunities to enable vulnerable groups to make at least good progress - Knowledge and understanding of monitoring, assessment, recording and reporting of students' progress - Knowledge and understanding of strategies needed to establish consistently high aspirations, outcomes and behaviour - Understanding of equality, diversity and inclusion and demonstrating this in teaching practice - Knowledge of careers education and guidance relevant to role - Experience of developing education provision from concept to delivery - Understanding of the local area and the strengths and challenges within those communities	A/I A A/I A/I I I A/I I I I A/I A/I A/I
Qualifications/Training - Relevant Degree - Qualified Teacher Status - Safeguarding Training - Evidence of continued professional development or a willingness to undertake relevant training/development	A A A/I A

