

BROAD HORIZONS EDUCATION TRUST

JOB DESCRIPTION

POST TITLE:	Teacher of Technology
RESPONSIBLE TO:	Headteacher
RESPONSIBLE FOR:	All staff in their delivery of the Curriculum
GRADE:	MPS/UPS
POST HOLDER:	Tbc

PURPOSE

Teachers are expected to maximise the achievement of all children in their charge, be responsible for their safety and welfare and to assist in the development of the department and other teachers in the academy in accordance with the Teacher's Standards as a teacher and Form Tutor. To carry out the duties of a school teacher as set out in the School Teacher's pay and conditions.

SPECIFIC RESPONSIBILITIES

The education of your students is your first concern. You are accountable for achieving the highest possible standards in work and conduct, to act with honesty and integrity; have strong subject knowledge, keep your knowledge and skills up-to-date, be self-critical; forge positive professional relationships; and work with parents in the best interests of your students.

PART ONE: TEACHING

A teacher must:

1. Planning and Setting High Expectations.

- To establish a safe and stimulating environment for students, rooted in mutual respect
- To set goals that stretch and challenge students of all backgrounds, abilities and dispositions, taking into account ethnic and cultural diversity to enrich the curriculum and raise achievement.
- To demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
- To plan for the involvement of Raising Achievement Assistants and where possible involve them in the lesson planning process.
- To use prior attainment (and other relevant information about individuals) to set clear targets for students' learning and inform lesson planning.
- To ensure that high expectations about academic performance, attitudes and behaviour are clearly communicated to students.
- To participate with the Head of Department and other colleagues in the development of appropriate syllabuses, materials, schemes of work and lesson

plans, which should engage, stimulate and challenge students of all abilities, and should cater for all learning styles. This may include taking responsibility for particular courses

2. Promote good progress and outcomes by students

- To be accountable for students' attainment, progress and outcomes
- To plan teaching to
 - o build on students' capabilities and prior knowledge,
 - o encourage student engagement and independent learning,
 - o guide students to reflect on the progress they have made
 - o narrow gaps between achievement and potential
- To demonstrate knowledge and understanding of how students learn
- To encourage students to show responsible and conscientious attitude to their work and study.

3. Demonstrate good subject and curriculum knowledge

- To have secure subject knowledge and maintain an up to date knowledge of the subject, and utilise a range of teaching methods in line with currently acknowledged best practice
- To foster and maintain students' interest in the subject, and address misunderstandings
- To demonstrate a critical understanding of developments in the subject and curriculum.
- Irrespective of specialist subject to take responsibility for and promote:
 - o high standards of literacy,
 - o articulacy
 - o correct use of standard English,

4. Plan and teach well-structured lessons

- To promote a love of learning and children's intellectual curiosity
- To set extended learning tasks and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- To be a reflective practitioner on effectiveness of planning and teaching
- To contribute to the design and provision of an engaging curriculum.
- To share in the preparation and delivery of SMSC elements in all lessons across the curriculum

5. Adapt teaching to respond to the strengths and needs of all students

- To plan lessons that differentiate appropriately to match teaching to student needs
- To give regular formative feedback to students, verbally and in written form to ensure they understand and can address barriers to progress.
- To have a clear understanding of the needs of all students of all abilities and backgrounds.

6. Make accurate and productive use of assessment

- To make use of formative and summative assessment to secure students' progress
- To use relevant data to monitor progress, set targets, and plan subsequent lessons
- To use relevant data to plan remedial action where necessary.
- To give students regular feedback, both orally and through accurate marking, and ensure students to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- To consistently apply the academy's BTA policy.
- To take responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the academy's behaviour policy
- To have consistent and high expectations of behaviour, using praise, sanctions and rewards consistently and fairly manage classes effectively.
- To maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- To make a positive contribution to the wider life and ethos of the academy
- To use directed time to actively contribute to the wider life of the school by organising and running appropriate extra-curricular activities.
- To develop effective professional relationships with colleagues
- To deploy support staff effectively
- To take responsibility for improving teaching through appropriate Continued Professional Development (CPD)

PART TWO: 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 academy, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' 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 pupils' vulnerability or might lead them to break the law.

Additional Duties

Any other duty deemed reasonable, as directed by the Headteacher. You may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description. Your job description will be reviewed annually in the light of the prevailing needs of the academy.

Performance Management

All employees will participate in the academy's arrangements for performance management, professional development and any other arrangements for quality assurance and internal verification

Context

All staff are part of a whole academy team. Each individual is required to support the values and ethos of the Academy and the priorities as defined in the Academy Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Due to the nature of this job, it will be necessary for the appropriate level of Criminal Record Disclosure to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind –overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2) of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are “spent” under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Academy.