

Main Scale Teacher Job Description



Teacher Job Description

Grade	MPR
Teaching Load	Maximum 45 periods
Job Purpose	To plan, resource and deliver highly effective and inspiring lessons as per the allocated timetable. To participate in a designated tutor team, leading highly effective tutor periods and delivery of Aspire. To ensure that students make exceptional progress and achieve excellent academic results. To work with colleagues to design engaging and challenging schemes of learning and lessons. To establish and maintain discipline in all aspect of their work and support others in the academy to do so. To contribute to the effective working of the Academy implementing all policies fully.. To conduct themselves with professionalism and integrity at all times, acting with the best interests of the students in the Academy at all times. To ensure they are prepared for any inspections and/or assessment visits.

The post holder will be responsible for:

Academy ethos and values

- Support the Academy's values and ethos by contributing to the development and implementation of policies practices and procedures.
- Maintain the highest expectations of all students in a "no excuses" and "no ceiling" culture.
- Help create a strong Academy community, characterised by consistency, collaboration and measured and respectful relationships.
- Support extra-curricular and whole Academy events.
- Support and work in collaboration with colleagues and other professionals in and beyond the Academy, covering lessons and providing other support as required (in line with Academy policy).

Teaching and Learning

- Follow the Learning and Teaching Protocol and Homework including the use of FROG.
- Plan and prepare highly effective lessons (including incorporating cross-curricular elements such as literacy, numeracy) in line with schemes of learning and Assessment.
- Motivate and inspire students so that they enjoy their learning, can manage their own learning effectively and want to aim as high as possible; a classroom environment where all students feel valued.
- Direct and supervise support staff assigned to lessons.
- Participate in preparing students for internal and external assessment/examinations.
- Enrich the curriculum with trips and visits to enhance the learning experience of all students.
- Keep up to date with developments relating to the subjects taught, examinations and good practice generally.

Assessment

- Ensure all classroom, assessment and feedback routines are upheld in all lessons.
- Use a detailed understanding of students starting points, barriers to learning and needs to ensure they are supported and challenged effectively so that they achieve the highest possible academic outcomes.
- Ensure all students are guided to set themselves realistically aspirational targets which are then used to inform planning and assessment as the course progresses.
- Use regular, formative assessment to monitor student progress and make the necessary changes and/or implement the necessary interventions to ensure the highest levels of student progress.
- Implement and adhere Assessment and Reporting Policy.
- Establish plans and processes for individuals and groups of students, with measurable results, and evaluate those results to ensure improvements in student progress.

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- Provide verbal and written assessments/feedback, reports and references relating to individuals and groups of students as required.
- Maintain regular and productive communication with students and parents regarding progress, what students need to do to improve.
- Use SISRA to look at own data sets and contribution.

Behaviour Management and Student Wellbeing

- Implement and adhere to the relevant policies (eg: Behaviour, Safeguarding, Anti-bullying, Health & Safety and ICT Acceptable Use) ensuring the health and well-being of students is maintained at all times.
- Create a positive, nurturing learning environment, where students are safe and feel safe to show curiosity and enthusiasm for the subject being taught.
- Take responsibility for the behaviour and attendance of students in lessons, implementing appropriate sanctions and rewards and recording them appropriately.
- Undertake allocated duties and ensure a presence which promotes the safety and wellbeing of students and staff.
- Ensure all concerns of a safeguarding nature are reported and recorded in line with the Academy policy and within a timely manner.
- Ensure all concerns of a health and safety nature are reported and recorded as per our Health and Safety Policy and within a timely manner.

Pastoral/Tutor role

- Act as a form tutor and, with direction from the relevant Year Leader, plan and deliver highly effective tutor and Aspire sessions.
- Take responsibility for the behaviour and attendance of students in their tutor group, implementing appropriate sanctions and rewards, recording them appropriately.
- Review tutees reports and/or any individual learning plans at least half termly, recording outcomes of these conversations and any agreed actions as required.
- Provide information and reports as necessary to inform discussions about SEND, involvement of other agencies, alternative provision and other similar reasons.
- Support students through transition of Key Stages, curriculum choices and ensure each student is prepared for the next phase of their education or the world of work with the aim to reduce NEETs.

Other

- When required, participate in recruitment and selection or teacher training activities.
- Be part of the appraisal system, taking full responsibility for their own objectives and professional development.
- Undertake other reasonable responsibilities as directed by the Head of Department, Year Leader or Head teacher

The post holder will be accountable for:

- The standards of progress and attainment of all students taught including the disadvantaged, those with special needs and the more able.
- The standards of conduct and behaviour for learning of all students.
- The reliability and accuracy of formative and summative assessment of all students.
- The reduction and/or removal of any differences in performance of groups of students.
- The consistent implementation of Academy policy in the subject.
- The effective and safe use of resources.
- The safety and wellbeing of students in their care.

Signed: _____ Date: _____

Post holder

September 2017