

TEACHER: JOB DESCRIPTION

Salary

The post holder will be paid on the appropriate point of the main scale.

Line of responsibility

The teacher is directly responsible to the head of department on curriculum matters and the head of year for pastoral issues.

Job content

Strategic purpose

The basic duties of a teacher are outlined in the latest school teachers' pay and conditions document. S/he shall maintain a good understanding of whole school curriculum, assessment and pastoral policies.

Core responsibilities

- Teaching:
 - Plan work in accordance with departmental schemes of work and national curriculum programmes of study.
 - Take account of students' prior levels of attainment and use them to set future targets.
 - Set work when required for absent students.
 - Maintain good discipline by following the school's student disciplinary policies and procedures.
 - Ensure punctuality and establish a purposeful working atmosphere during all learning activities.
 - Maintain excellent classroom management with due regard to health and safety policies.
 - Set appropriate and challenging work for all students.
 - Ensure effective setting of homework and ensuring comprehensive feedback to students.
 - Identify and work appropriately with 'special educational needs' students and 'academically more able' students.
- Assessment, recording and reporting:
 - Keep appropriate records of students' work.
 - Mark and return work set, including homework, within an agreed and reasonable time.
 - Use the school's marking scheme at all times.
 - Carry out assessment programmes, as agreed by the school, faculty or department.
 - Complete records of achievement in line with school policy.

- Complete student reports in line with school policy. Attend parents' evenings as required and keep parents informed about their child's performance and future targets.
- Pastoral work:
 - Undertake responsibility for a form group.
 - Monitor and set targets for the social and academic progress of all students in the form.
 - Endeavour to build up a good relationship with the students in the form, so that they will look to the teacher for support and advice.
 - Command high standards of student behaviour and conduct at all times and support the school in its application of related policies.
 - Report issues of concern to the appropriate senior staff.
 - Maintain an accurate register of attendance and do everything possible to encourage good attendance.
- The teacher will be part of the school's appraisal scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up-to-date.
- Attend and contribute to key stage, subject, team and full staff meetings.
- In relation to the school's strategic plan, contribute towards the goals and targets.
- Maintain a professional interest in educational initiatives relevant to the teacher's subject(s).

TEACHER: PERSON SPECIFICATION

Essential	Desirable	Evidence
Qualifications and experience		
<ul style="list-style-type: none"> • First degree. • Qualified teacher status. • A continued commitment to own professional development. • Teaching experience (including training practice) within the designated age range. • Understanding of child safeguarding issues and successful measures that promote and ensure the safeguarding of children. • Knowledge of current legislation, guidance and developments relating to the subject area. • Successful practice in accordance with the specified teaching standards (as identified below). 	<ul style="list-style-type: none"> • Involvement in and organisation of wider school activities, including extra-curricular activities. 	<p>Application form</p> <p>Certificates</p> <p>References</p>
Sets high expectations and inspires, motivates and challenges all pupils by:		
<ul style="list-style-type: none"> • Establishing a safe and stimulating environment for pupils, rooted in mutual respect. • Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. • Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils. 		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
Promotes good progress and outcomes of pupils by:		
<ul style="list-style-type: none"> • Being accountable for pupils' attainment, progress and outcomes. • Being aware of pupils' capabilities and their prior knowledge, and plan 		<p>Application form</p>

Essential	Desirable	Evidence
<p>teaching to build on these.</p> <ul style="list-style-type: none"> Guiding pupils to reflect on the progress they have made and their emerging needs. Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching. Encouraging pupils to take a responsible and conscientious attitude to their own work and study. 		<p>Letter of application</p> <p>References</p> <p>Interviews</p>
Demonstrates good subject and curriculum knowledge by:		
<ul style="list-style-type: none"> Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings. Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship. Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. 		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
Plan and teach well-structured lessons by:		
<ul style="list-style-type: none"> Imparting knowledge and developing understanding through effective use of lesson time. Promoting a love of learning and children's intellectual curiosity. Setting homework and planning other out-of-class activities to consolidate and extend the 		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>

Essential	Desirable	Evidence
<p>knowledge and understanding pupils have acquired.</p> <ul style="list-style-type: none"> Reflecting systematically on the effectiveness of lessons and approaches to teaching. Contributing to the design and provision of an engaging curriculum within the relevant subject area(s). 		
Adapt teaching to respond to the strengths and needs of all pupils by:		
<ul style="list-style-type: none"> Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development. Having a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and being able to use and evaluate distinctive teaching approaches to engage and support them. 		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
Make accurate and productive use of assessment by:		
<ul style="list-style-type: none"> Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements. Making use of formative and summative assessment to secure 		<p>Application form</p> <p>Letter of application</p> <p>References</p>

Essential	Desirable	Evidence
<p>pupils' progress.</p> <ul style="list-style-type: none"> Using relevant data to monitor progress, set targets, and plan subsequent lessons. Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback. 		Interviews
Manage behaviour effectively to ensure a good and safe learning environment by:		
<ul style="list-style-type: none"> Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary. 		<p>Application form</p> <p>Letter of application</p> <p>References</p> <p>Interviews</p>
Fulfil wider professional responsibilities by:		
<ul style="list-style-type: none"> Making a positive contribution to the wider life and ethos of the school. Developing effective professional relationships with colleagues, 		<p>Application form</p> <p>Letter of application</p>

Essential	Desirable	Evidence
<p>knowing how and when to draw on advice and specialist support, deploying support staff effectively.</p> <ul style="list-style-type: none"> • Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. • Communicating effectively with parents with regard to pupils' achievements and wellbeing. 		<p>References</p> <p>Interviews</p>