# Subject Teacher
## JOB DESCRIPTION

**Role Purpose:**

The purpose of this role is to develop, plan and deliver effective and high quality learning experiences for all students, ensuring progression is central to all lesson plans and giving our students the confidence to think big for themselves as they progress through our academy.

**Key Accountabilities:**
Reporting to the Head of Faculty, this post holder will be accountable for

Teaching and learning

- Have high expectations of learners to ensure they achieve their full educational potential
- Set challenging teaching and learning objectives which are relevant to all students in your classes
- Select and prepare a range of resources that take in to account all students' learning needs, languages and cultural backgrounds
- Apply a range of teaching strategies to deliver learning objectives and incorporate inclusive strategies that meet the needs of all learners
- To work collaboratively with other professionals and manage the work of support staff to enhance students' learning

Assessment and Reporting

- Have knowledge of a range of approaches to assessment, including questioning, oral assessment and self-assessment and the importance of formative assessment.
- Make effective use of a range of assessment monitoring and recording strategies to assess the learning needs of your students in order to set challenging learning objectives and plan for future teaching.
- Mark and monitor students' class work and homework/independent learning within agreed deadlines to provide constructive feedback and opportunities for reflection to learners on their attainment, progress and areas for development.
- Have a good knowledge of the assessment requirements for public examinations and qualifications in your curriculum area.
- Ensure student data is accurate and submitted within school deadlines for reporting and analysis

Pastoral

- Know how to identify and support learners affected by changes or difficulties in their personal circumstances.

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- Have a good understanding of factors influencing student learning, including ethnicity, gender, abilities and attainment and how these relate to personalised provision for students.
- To act as a tutor for students supporting the academic and pastoral needs of each individual.
- To be aware of Child Protection issues, knowing how to identify potential abuse/neglect and reporting concerns as they arise.
- To treat all students equally regardless of religion, ethnicity or gender but to be mindful of the different needs, values and beliefs of different groups.
- To use baseline data to track the overall attainment and achievement of students in your tutor group termly; identify underachievement and work with your Progress Leader to ensure intervention strategies are put into place.
- Consistently demonstrate the positive values, attitudes and behaviour expected of students.

Subject knowledge and understanding

- Maintain a secure knowledge and understanding of your subject(s) and related pedagogy to enable you to teach effectively at the Academy
- Take responsibility for your own professional development by reviewing your own performance, acting upon advice/feedback and keeping abreast of current developments in good practice
- Know the statutory framework for professional duties of teachers, an awareness of the policies and practices of the Academy and share in the collective responsibility for their implementation.
- Know how to use skills in literacy, numeracy and ICT to support your teaching and wider professional activities.

Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

# PERSON SPECIFICATION

Whether you're a 3-year-old in nursery learning to explore the world around you, an 18-year-old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to ***think big*** for yourselves and for the world around you;
- We want everyone to ***do the right thing*** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

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| **Thinking Big** | • Show energy, enthusiasm and passion for what you do<br>• Demand the highest quality in all that you do, and in the work of your team<br>• Willing to champion new ideas and think beyond the status quo<br>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better<br>• Be open to new ideas and change where it will have a positive impact on the organisation<br>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT<br>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work<br>• Commitment to self-development, and developing your wider Team<br>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further<br>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence |
| **Doing the Right Thing** | • Have integrity and honesty in all that you do<br>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work<br>• Take responsibility and ownership for your area of work |

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| | • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils<br>• Be transparent and open<br>• Be resilient and trustworthy<br>• Stand firm and stay true to our mission |
| **Showing Team Spirit** | • Understand how you can have a greater impact as a team than you can as an individual<br>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission<br>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level<br>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues<br>• Be generous with sharing your knowledge to help to develop others<br>• Understand and be willing to receive suggestions and input on your area of work from others<br>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work<br>• Be aware of other peoples' needs and show an ability to offer genuine support<br>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams |

## KNOWLEDGE, EXPERIENCE & SKILLS

**Requirement**
**E –** Essential

**D –** Desirable

**Assessed at**
**A –** Application Stage

**I –** Interview Stage

**P –** During the probationary period

| | | E | D | A | I | P |
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| **Organisational Fit** | Thinking Big | X | | X | X | X |
| | Doing the Right Thing | X | | X | X | X |

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| | Showing Team Spirit | X | | X | X | X |
| **Knowledge** | Qualified teacher status or recognised equivalent | X | | X | X | |
| | Degree in subject specialism | X | | X | X | |
| | Evidence of continuous professional development | X | | X | X | |
| | Additional relevant training in Safeguarding | X | | X | X | |
| | Knowledge of National Curriculum requirements | X | | X | X | X |
| | Knowledge of a creative range of pedagogic approaches t delivering your subject | X | | X | X | X |
| | Knowledge of and/or ability to use technology to support student learning | X | | X | X | X |
| **Experience** | Ability to teach 'good or outstanding' lessons | X | | X | X | X |
| | Proven success in improving student outcomes | X | | X | X | X |
| | Experience of teaching across the age and ability range | X | | X | X | X |
| | Experience of implementing systems to support pastoral strategies as a form tutor | | X | X | X | X |
| **Skills** | Effective classroom management | X | | X | X | X |
| | Effective use of assessment date to inform appropriate teaching and learning and raise standards | X | | X | X | X |
| | Ability to support staff and students in maintaining high standards | X | | X | X | X |
| | Ability to form good working relationships with all staff | X | | X | X | X |
| | Ability to encourage students in developing self-esteem and respect for others | X | | X | X | X |