

## Job Description

### Teachers and Support Staff

Role:	Teacher of English
School:	Beckfoot Oakbank
Salary/Grade:	MPR/UPR
Reporting to:	Faculty Leader of English

### Core Purpose of the Post:

To teach English across Year 7-11 with the possibility of teaching Y12-13 for the right person.

### Main Duties and responsibilities:

- To raise standards of achievement in English Y7-11. The possibility of teaching Y12-13 for the right person.
- To monitor and support student progress
- To ensure the provision of an appropriate and differentiated curriculum for the students studying across the key stages.
- To develop Literacy and Numeracy strategies in English.
- To create appropriate assessment opportunities in your lessons and ensure students are regularly assessed as a means of monitoring progress.
- To manage the development of appropriate schemes of work for areas of the curriculum as directed by the Faculty Leader.
- To analyse data and use the results of the analysis to improve learning and teaching and achievements across the key stages as negotiated with the Faculty Leader.
- To act as a Form Tutor if required and carry out the duties associated with that role.

### Supervision and range of decision making:

To ensure that every child in your class is carefully planned for and that they make progress. No child to be left behind.

### Communications and working with others:

- To support the work of English colleagues in collaborative planning time
- To promote inclusion and the acceptance of all students within English and the wider school
- To monitor and maintain good behavior for learning in Y7-13 English, including liaising with parents and pastoral teams.
- To liaise with external agencies where appropriate.
- To support the school ethos and policies.
- To attend appropriate after school meetings and Parents Evenings.
- To co-operate with other teams, such as the TAs to ensure the effective use of resources to the benefit of the school and its students.
- To assist in the implementation of the School Behaviour Policy in so that effective learning can take place.
- To undertake any other duties as specified by STPCB not mentioned in the above.


### Resources:

To report to parents as per the school calendar and attend Parents Evenings and follow up daily behaviour absolutes as per the school strategy.

### Professional development:

- To maintain an up to date knowledge of curriculum and national developments.
- To be committed to own personal CPD.

<b>Other Considerations:</b>	
<ul style="list-style-type: none"> <li>• To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.</li> <li>• To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.</li> <li>• Accept and commit to the principles underlying the Schools Equal Rights policies and practices.</li> <li>• Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.</li> <li>• Must be legally entitled to work in the UK.</li> </ul>	
<b>Safeguarding:</b> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).	
<b>Advanced Threshold Fluency Duty Required:</b> In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can: <ul style="list-style-type: none"> <li>• Express themselves fluently and spontaneously at length effortlessly.</li> <li>• Explain difficult concepts simply without hindering the natural smooth flow of language.</li> <li>• Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.</li> </ul>	
<b>Notes:</b> This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder. Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment. The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition	
<b>Date:</b>	October 2020

<b>Person Specification</b> <b>Teachers and Support Staff</b>			
<b>Role:</b>	<b>Teacher of English</b>		
	<b>Essential Requirements</b>		How Identified
<b>Qualifications</b>	Essential qualifications including QTS, GCSE English and Maths, well qualified Honours Graduate in a related subject.		Application
<b>Experience</b>	To have the experience and/or ability to teach Y7-11 English. The possibility of teaching Post 16 for the right candidate.		Application References Interview
<b>Training</b>	Awareness of Multi-Academy Trusts and Teaching Schools Safeguarding		Application Interview
<b>Knowledge, Skills and Ability</b>	A commitment to be an outstanding teacher. An excellent understanding of how to use data to monitor performance of students and intervene when necessary. An understanding of the need to reduce the gap between those who are disadvantaged and those who are not. An understanding of the Ofsted framework. An understanding of the benefits of collaborative planning and working as part of a Team.		Application Interview
<b>Personal Circumstances</b>	Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) Must have the ability to be flexible and work to the requirements of a busy school. Interest in the school's wider role in the community.		Application Interview
<b>Disposition and Attitude</b>	A passion for education and a deep felt desire to make a difference for young people. To like young people and be liked by them. To possess educational vision underpinned by values. To operate in line with the seven principles of public life of selflessness, integrity objectivity, accountability, openness, honesty and leadership Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'. Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example. Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself. Understand the importance of work/life balance. Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism. Desire for significant professional development.		Application Interview References
<b>Physical</b>	Resilient Excellent attendance and punctuality		References Interview
<b>Equality</b>	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.		Application Interview