

Name:**Job Title:** Teacher of English**Salary Scale:** MPS/UPS**Point Range:** As applicable to Teacher**Permanent Contract:** subject to
ECT being satisfied (if applicable)**Starting on:** 1st September 2026**Contractual hours:** 32.5 per week**Weeks per year:** 195 days per year**Hours to be worked:** As directed by the Headteacher**Disclosure level:** Enhanced**Purpose of Job:**

The provision of a full learning experience and support for learners.

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for learners and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of learners as a teacher/form coach.
- To facilitate and encourage a learning experience which provides learners with the opportunity to achieve their individual potential.
- To contribute to raising standards of learner attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Principal Duties:

Teaching	<ul style="list-style-type: none"> ▪ To teach learners according to their educational needs, including the setting and marking of work to be carried out by the learner in school and elsewhere. ▪ To assess, record and report on the attendance, progress, development and attainment of learners and to keep such records as are required. ▪ To provide, or contribute to, oral and written assessments, reports and references relating to individual learners and groups of learners. ▪ To ensure that ICT, literacy, numeracy, Afl, citizenship, SMSC and school subject specialism(s) are reflected in the teaching/learning experience of learners. ▪ To undertake a designated programme of teaching. ▪ To ensure a high quality learning experience for learners which meets internal and external quality standards. ▪ To prepare and update subject materials.
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	<ul style="list-style-type: none"> ▪ To use a variety of delivery methods which will stimulate learning appropriate to learner needs and demands of the syllabus. ▪ To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. ▪ To undertake assessment of learners as requested by external examination bodies, departmental and school procedures. ▪ To mark, grade and give written/verbal and diagnostic feedback as required.
Operational/ Strategic Planning	<ul style="list-style-type: none"> ▪ To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Department. ▪ To contribute to the department's evaluation form and development plan and its implementation. ▪ To plan and prepare courses and lessons. ▪ To contribute to the whole school's planning activities.
Curriculum Provision	<ul style="list-style-type: none"> ▪ To assist the department leader and the SLT to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
Curriculum Development	<ul style="list-style-type: none"> ▪ To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of learners, examining and awarding bodies and the school's mission and strategic objectives as an Academy.
Staffing	<ul style="list-style-type: none"> ▪ To take part in the school's staff development programme by participating in arrangements for further training and professional development. ▪ To continue personal development in the relevant areas including subject knowledge and teaching methods. ▪ To engage actively in the performance management review process. ▪ To ensure the effective/efficient deployment of classroom support. ▪ To work as a member of designated teams and contribute positively to effective working relations within the school.
Quality Assurance	<ul style="list-style-type: none"> ▪ To help to implement school quality procedures and to adhere to those. ▪ To contribute to the process of monitoring and evaluation of the department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required. ▪ To review from time to time methods of teaching and programmes of work. ▪ To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
Management Information	<ul style="list-style-type: none"> ▪ To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc. ▪ To complete the relevant documentation to assist in the tracking of learners. ▪ To track learner progress and use information to inform teaching and learning.

Communications	<ul style="list-style-type: none"> ▪ To communicate effectively with the parents of learners as appropriate. ▪ Where appropriate, to communicate and cooperate with persons or bodies outside the school. ▪ To follow agreed policies for communications in the school.
Marketing and Liaison	<ul style="list-style-type: none"> ▪ To take part in marketing and liaison activities such as open evenings, parents' evenings, consultation days and liaison events with partner schools. ▪ To contribute to the development of effective subject links with external agencies.
Management of Resources	<ul style="list-style-type: none"> ▪ To contribute to the process of the ordering and allocation of equipment and materials. ▪ To assist the department leader to identify resource needs and to contribute to the efficient/effective use of physical resources. ▪ To cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the learners.
Pastoral System	<ul style="list-style-type: none"> ▪ To act as a form coach to an assigned group of learners and carry out the duties associated with the role as outlined in the staff handbook. ▪ To promote the general progress and well-being of individual learners and of the coaching group as a whole. ▪ To liaise with a year leader to ensure the implementation of the school's pastoral system. ▪ To register learners, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
Monitoring	<ul style="list-style-type: none"> ▪ To evaluate and monitor the progress of learners and keep up-to-date learner records as may be required. ▪ To contribute to the preparation of improvement plans and progress files and other reports. ▪ To alert the appropriate staff to problems experienced by learners and to make recommendations as to how these may be resolved. ▪ To communicate as appropriate, with the parents of learners and with persons or bodies outside the school concerned with the welfare of individual learners, after consultation with the appropriate staff. ▪ To contribute to PSHCE and citizenship and enterprise according to school policy. ▪ To apply the behaviour management systems so that effective learning can take place.

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and learners to follow this example.
- To support the school in meeting its legal requirements for worship.
- To actively promote the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's health and safety policy and undertake risk assessments as appropriate.
- To carry out duties with full regard to the school's equal opportunities policy.
- To undertake any other duty as specified by STPCD not mentioned in the above.
- To promote and safeguard the welfare of the children and young people that you are responsible for or come into contact with.

- All staff must be willing to undertake First Aid Training (First Aid at Work) if required.
- All staff must be willing to undertake Fire Warden Training if required.

Responsible to: Department Leader

Liaising with: Department Leader, Deputy Department Leader, SLT, teaching/support staff, external agencies and parents.

Whilst every effort has been made to explain the main duties of the post, each individual task undertaken by the post holder may not be identified.

The job description is current at the date of issue, but following consultation, may be changed by Management to reflect changes in the job which are commensurate with the salary and job title.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous and supportive to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Safeguarding

Employees should be aware that the school will take any reasonable action to ensure the safety of its learners.

In cases where the school has reason to be concerned that a child may be subject to significant harm, ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow SSCB (Sunderland Safeguarding Children Procedures) Child Protection Procedures and inform Children's Services Social Care of their concern.

The post holder must comply with Health & Safety rules and regulations and with Health & Safety Legislation.

The post holder must carry out his or her duties with full regard to the School's Equal Opportunities Policy.

Kepier operates a **no smoking policy** in its building and grounds.

Signed (Employee) **Date**.....