

TEACHING STAFF
JOB DESCRIPTION

ROLE TITLE	English Teacher
CONTRACTED HOURS	Full-time
LOCATION	Samuel Ward Academy
GRADE / SCALE POINT – SALARY	MPR/UPR
REPORTING TO	Head of Department / Line Manager

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:

INTEGRITY

INCLUSION

KINDNESS

The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

Excellent staff – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

Excellent support for schools – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

General Teaching Responsibilities

1. Engage in identifying and implementing the priorities of the School Improvement Plan, participating fully in school self-evaluation;
2. Comply with and uphold the policies of the school;
3. Fully understand and comply with the school's policy on safeguarding. Remain alert to students' pastoral needs and provide support, in conjunction with school's SENCo and Learning Support Assistants (LSAs);
4. Proactively uphold the school's behaviour policy establishing class rules and setting out clear and fair sanctions in accordance with the school's systems; high standards of behaviour should be expected at all times;
5. Work as part of the school's teaching team and actively behave as a team member to support colleagues;
6. Oversee and work closely with LSAs, setting out tasks appropriate to the assistant's role and ability; supervise the work of support staff, students and voluntary helpers as required;
7. Ensure that the learning spaces provide a welcoming and stimulating environment to students and adults. Classrooms will be vibrant, well organised and serviceable. Work should be attractively displayed and be clearly and appropriately labelled;
8. Make effective use of PPA time to raise standards;
9. Play an active role in the full life of the school.

Specific Responsibilities

Class / Subject Teacher:

1. Teach the designated class / subject group(s), implementing agreed planning, assessment and target setting; work with others to provide Curriculum Enrichment for students.
2. Plan students' work to provide an inclusive and personalised curriculum which meets the needs of the students, including those with Special Needs and those who are Able, Gifted and Talented;
3. Carry out regular assessment, recording, monitoring and record keeping according to school policies, maintain appropriate records which monitor the progress of the students; mark students' work regularly in accordance with the school's marking policy;
4. Develop home-school links with parents/guardians of students in the class / subject group(s);
5. Complete termly and half-termly assessment records for the class / subject group(s), using the school's systems, including preparation of Student Progress Reports for presentation to the Principal, Senior Leadership Team and Governing Body, as appropriate;
6. Complete student reports for presentation to parents (academic report and the achievement, effort and social report); meet students' parents at parent evenings, 3 times per year;
7. Manage and monitor the work of other adults in the classroom (including volunteers);
8. Liaise closely with the SENCo regarding the learning needs of students;
9. Liaise closely with the Designated Teacher for Safeguarding regarding students' welfare needs.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;

5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Technical or Specialist	<ul style="list-style-type: none"> NVQ or equivalent in a relevant subject 	<ul style="list-style-type: none"> Knowledge of School / Trust Computer systems
Literacy and Numeracy	<ul style="list-style-type: none"> Secondary education up to GCSE level or equivalent Ability to set out letters / documents and to use grammar correctly Able to carry out basic calculations accurately Computer literate Able to main routine records e.g. school meals, sale of tickets, supplies. 	<ul style="list-style-type: none"> Competent and confident in use and interpretation of databases and spreadsheets.
Organisational		<ul style="list-style-type: none"> Knowledge of Trust's administrative procedures e.g. ordering / incoming and outgoing post
Equipment / Materials	<ul style="list-style-type: none"> High level, accurate keyboard skills. Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers 	
Research	<ul style="list-style-type: none"> Able to use the internet effectively for routine research 	
Problem Solving	<ul style="list-style-type: none"> Ability to check stock deliveries accurately Ability to resolve a range of day-to-day problems, using own initiative. Know when it is appropriate to refer upwards 	
Creative Thinking	<ul style="list-style-type: none"> Design and produce documents / advertisements etc 	
Planning	<ul style="list-style-type: none"> Organised and methodical approach to admin tasks Ability to manage and coordinate projects and in-house events 	
Interpersonal and Communication	<ul style="list-style-type: none"> Tact and diplomacy second nature Articulate with a good grasp of the English language Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable Understanding of the necessity and ability to maintain absolutely confidentiality Pleasant and helpful telephone and face-to-face manner Ability to function effectively as part of a team 	
Keyboard	<ul style="list-style-type: none"> High level keyboard skills 	

Manual Skills	<ul style="list-style-type: none">• Routine manual handling skills	
Level of Autonomy	<ul style="list-style-type: none">• Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time.	