



JOB DESCRIPTION

Post title	Teacher of English 11-19
Job purpose	<ul style="list-style-type: none"> ● To provide the highest quality teaching and learning in order to raise standards of attainment and progress to meet campus targets. ● To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate. ● To facilitate learning experiences which provides pupils with the opportunity to achieve their individual potential. ● To enable each student to develop personally in line with the campus aims of Valuing Everyone, Achieving Excellence.
To whom the post holder reports	<p>The post holder is accountable to:</p> <ul style="list-style-type: none"> ● Headteacher <p>Responsible to:</p> <ul style="list-style-type: none"> ● Faculty Leader for all subject teacher matters
Duties and responsibilities specific to the post	<p>Responsibilities: Teacher</p> <ul style="list-style-type: none"> ● To undertake teaching commitments in accordance with curriculum and timetable requirements across the campus. ● To teach other subjects as and when required by the needs of the timetable and as directed by the Headteacher. This will be negotiated in accordance with the skills of the teacher. ● Prepare students effectively for qualifications and external examinations. ● To fulfil the roles and responsibilities of tutor to a group of students and support students on an individual basis through academic or personal difficulties. To act as a mentor to specific members of the tutor group in order to raise achievement. ● To take responsibility for personal CPD and to participate in campus and external CPD activities by negotiation. ● To undertake all of the requirements laid down by the campus Growth Management Policy. ● To participate in faculty/department and campus meetings. ● To participate in parental consultation/student progress afternoons and evenings ● To participate in the duty rota as instructed. ● To fulfil the “Professional Standards 2012” as laid down by the DfE: <ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge students – safe and stimulating environment. Set goals and challenge students of all abilities and backgrounds. Demonstrate positive attitudes, values and behaviours. 2. Promote progress and outcomes by students - accountable for attainment, progress and outcomes. 3. Demonstrate good subject and curriculum knowledge – including literacy and numeracy. 4. Plan and teach well-structured and engaging lessons – including setting regular homework as per the campus policy. Selecting and using a range of different learning resources and equipment, including ICT and where possible the use of interactive whiteboards. 5. Adapt teaching to respond to the strengths and needs of all students – including differentiation / needs of SEND students. 6. Make accurate and productive use of assessment – using data/marking accurately/ giving feedback to students on how to improve/maintaining records of students' progress and development 7. Manage behaviour effectively – establish rules/routines. Promote positive behaviour. Have high expectations. 8. Fulfil wider professional responsibilities – make a positive contribution to the ethos of the campus. Take responsibility for own professional learning.



UPS/Expert Professional Responsibilities (if applicable)	<ul style="list-style-type: none">• Ensure own standards of teaching and learning are at least good or outstanding in order to be a leading professional in the campus.• Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.• Other responsibilities to be determined by the Headteacher and Line Manager or as part of TLR responsibilities.
Generic duties and responsibilities	<p>To work within the framework of national legislation and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition the post is subject to compliance with:</p> <ul style="list-style-type: none">• School policies and guidelines on the curriculum and school organisation• LA policies adopted by the campus• The Conditions of Service for School Teachers in England and Wales and with locally agreed conditions of employment• Common core of skills and knowledge for the children's workforce.• All teachers have a responsibility for safeguarding the welfare of children and young people he/she is responsible for or comes into contact with. <p>The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the School Teachers Pay and Conditions Document.</p>

This post is subject to enhanced disclosure from the Disclosure and Barring Service. All Brookvale Groby Learning Campus employees are expected to promote and safeguard the welfare of students at this school.

The Board of Trustees are seeking to promote the employment of people with disabilities and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable candidate with a disability.

This Job Description sets out the responsibilities of the post at the time it was drawn up. Such responsibilities may vary from time to time without changing the general character and requirements of the post or the level of responsibility entailed. Variations are a common occurrence and do not necessarily constitute additional responsibilities or warrant a higher grade.



PERSON SPECIFICATION

ESSENTIAL	DESIRABLE	CRITERIA Assessed By
<u>Qualifications</u> Degree in relevant subject Post Graduate Certificate of Education		Application Form/CV Application Form/CV
<u>Training & Experience</u> Recent successful classroom experience at KS3 and KS4. For NQTs this includes teaching practice Proven commitment to own professional development	Classroom experience at KS5	Application Form/Letter/Reference Application Form/Letter/Reference
<u>Knowledge</u> Knowledge of subjects applicable to KS3, GCSE and AS and A2 specifications Understanding the role of assessment within the subject area	Knowledge of teaching pedagogies	Interview/Reference Letter/Interview
<u>Skills</u> Ability to work with students and staff in a supportive and challenging way Ability to motivate and enthuse students, including disaffected and reluctant learners Ability and enthusiasm to work with students in mixed ability groups Effective interpersonal skills Good written and oral communication skills Effective organisational and administrative skills Ability to contribute to the strategic management of relevant teams through discussion and debate	Ability to use ICT both in the curriculum and as an administrative aid	Reference/Letter (<i>Observation of teaching at interview</i>). Letter/Interview (<i>Observation of teaching at interview.</i>) Letter/Interview (<i>Teaching observation at interview</i>) Interview/Reference Letter/Interview Reference Interview/Reference
<u>Attitudes and attributes</u> Open-mindedness and commitment to co-operate with both students and staff Willing to work in an inclusive way to support all students to achieve their potential Able to create a positive working environment through display of students'		Reference/Interview Letter/Interview Reference



work and celebration of students' achievements		
Able and willing to work with leaders and all colleagues in relevant teams in a co-operative, supportive and enthusiastic way		Letter
Flexible, resilient and reliable		Reference/Letter
Resourceful and innovative thinker		Reference
Must contribute to the shared resource system		Interview/Reference

In addition to candidates' ability to perform the duties of the post, all Brookvale Groby Learning Campus employees are expected to promote and safeguard the welfare of students at the school, therefore the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Please be aware that any relevant safeguarding issues that arise on receipt of references may be discussed at interview.

Evidence to be gleaned from:

- A Letter of application, application form and CV
- I Interview process
- R Reference