



### Job Description

**Job Title:** ECT - Teacher of English

**Grade/Salary Scale:** M1 - Teachers' Pay Scale

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**Reports to:** Head of English Faculty

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#### **Job Purpose:**

An exciting and rewarding opportunity has arisen in the English Faculty for an newly qualified ECT to teach across the age and ability range within a forward thinking and innovative school environment. The main priority of the school is to secure the highest quality learning through the provision of high quality teaching in the classroom. Subject to the relevant legislation and regulations, all teachers are required to perform general professional duties as reasonably assigned by the Headteacher from time to time and in a manner consistent with the school's policies. This is a key post in an ambitious and well supported department.

#### **Teaching:**

Having regard to the school's curriculum, and with a view to promoting the development of the abilities and aptitudes of the students in any class or group assigned to them, the successful candidates will:

- Plan and prepare courses and lessons;
- Teach, according to educational needs, the students assigned to them, including the setting and marking of work to be carried out by the student in lessons and homework;
- Assess, record and report on the students' development, progress and attainment in accordance with school and departmental policies.

#### **Other activities:**

- Promote the general progress, well-being and attendance of individual students and of any class or group of students assigned to them, including within their role as Form Tutor;
- Provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- Make records of and reports on the personal and social needs of students;
- Communicate and consult with the parents of students;
- Communicate and co-operate with persons or bodies outside the school; and
- Participate in meetings arranged for any of the purposes described above.



**Assessments and reports:**

Provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.

**Appraisal:**

Participate in arrangements made in accordance with the relevant regulations for the appraisal of their performance.

**Review, induction, further training and development:**

- Review from time to time their methods of teaching and programmes of work;
- Participate in arrangements for their further training and professional development as a Teacher, including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements;
- In the case of a Teacher serving an induction period pursuant to the Induction Regulations, participate in arrangements for their supervision and training.

**Educational methods:**

Contribute to the development of courses of study, teaching materials, and teaching programmes, methods of teaching and assessment and pastoral arrangements.

**Discipline, health and safety:**

Maintain good order and discipline among the students and safeguard their health and safety; both when they are authorised to be on the school premises (including the supervision of students in the corridor during lesson change-over) and when they are engaged in authorised school activities elsewhere.

**Staff meetings:**

Participate in meetings at the school which relate to the curriculum for the school; or the administration or organisation of the school, including pastoral arrangements.

**Cover:**

Supervise and, so far as practicable, teach any students whose Teacher is not available to teach them (except in the case of a Teacher employed wholly or mainly for the purpose of providing such cover, no Teacher shall be required to provide such cover more than rarely).

**External examinations:**

Participate in arrangements for preparing students for external examinations; assess students for the purposes of such examinations and record and report such assessments; and participate in arrangements for students presentation for, and conduct such examinations (but not routinely to participate in any arrangements that do not call for the exercise of a Teacher's professional skills and judgement, such as invigilation).



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**Administration:**

- Participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the Teachers in the school; and
- Attend assemblies, register the attendance of students and supervise students, whether these duties are to be performed before, during or after school sessions (but not routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a Teacher's professional skills and judgment).

**Generic Responsibilities**

- Classroom Teacher; Form Tutor
- Promote the school's core values
- Undertake whole-school duties and perform other tasks commensurate with the post as reasonably requested by the Headteacher.



**Person Specification**

Category	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• QTS.</li> <li>• First or second class degree in area relevant to subject teaching.</li> <li>• English and Mathematics pass at GCSE/O Level or equivalent.</li> <li>• Other training/qualifications relevant to post.</li> </ul>	<ul style="list-style-type: none"> <li>• Master's degree or evidence of further professional study.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Successful experience working with children and young people in an educational setting.</li> </ul>	
Skills	<ul style="list-style-type: none"> <li>• Ability to communicate effectively in a variety of situations.</li> <li>• Ability to develop genuine, empathetic relationships with young people.</li> <li>• High level of ICT and organisational skills.</li> <li>• Good communication skills, both written and spoken.</li> <li>• Solution focused disposition and a positive attitude, particularly to challenge and change.</li> <li>• Understanding of and commitment to Equal Opportunities issues and principles. Positive disposition towards inclusion of all students including those with learning difficulties in mainstream learning and education.</li> <li>• Ability to work as part of a broader inclusion and student support system.</li> <li>• Ability to work as a team player and supportive of team working.</li> <li>• Ability and willingness to develop own understanding and capability through advice and training.</li> <li>• Understanding of the principles of accountability and quality assurance to achieve best possible student outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of effective partnership working.</li> <li>• Successful use of ICT to enhance learning.</li> </ul>



Personal Attributes	<ul style="list-style-type: none"><li>• Evidence of personal commitment to continuous improvement and raising standards.</li><li>• Commitment to safeguarding and the promotion of the physical and emotional health and well-being of young people.</li><li>• Flexibility and adaptability.</li><li>• Ability to demonstrate effective time and line management.</li><li>• Ability to work in line with the vision of the School and Trust.</li><li>• High personal standards in terms of attendance, punctuality and meeting deadlines.</li><li>• Energy, resilience, vision and enthusiasm and the ability to perform well under pressure.</li><li>• Commitment to inclusive education.</li></ul>	
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### **General Information**

The Birkenhead Park School has a commitment to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. If you are invited for interview, your suitability to work with children will be explored as well as your suitability for the post.

All posts are subject to Enhanced Disclosure Clearance through the Disclosure and Barring Service.

The school is an Equal Opportunities employer and all members of the school have a personal responsibility to implement the policy, to carry out their responsibilities in accordance with it and to maintain an equality of opportunity for all.

The Governors and staff of the school take their duties under the Equality Act 2010 very seriously. They will ensure that all reasonable adjustments are made to ensure that disabled people are treated fairly and that they are not placed at any substantial disadvantage. The school is committed to interview all applicants with a disability who meet the minimum criteria for the post and to consider them on their abilities.

### **Reference Checking**

On the application form, you are asked to provide details of two employment referees (preferably your line manager from your current and previous or most recent employer/s), who can comment on your suitability for the post. References from relatives or individuals writing in the capacity of friends will not be accepted.

The school will seek references on short-listed applicants before interview, and will approach previous employers for information to verify suitability for the post, dates of employment, particular experience or qualifications, punctuality history and details of any disciplinary offences.

In addition, if you are currently working with children or young people, on either a paid or voluntary basis, your current employer will be asked about your suitability to work with children and any disciplinary offences relating to children or young people. This will include any offences for which the penalty is time expired (that is where a warning could no longer be taken into account in any new disciplinary hearing for example) and whether you have been the subject of any child protection concerns, and if so, the outcome of any enquiry or disciplinary procedures. If you are not currently working with children but have done so in the past, that previous employer will be asked about those issues.

Please note providing false information is an offence and could result in your application being rejected, or dismissal without notice if you have been appointed and possible referral to the police.