



THE HEATH SCHOOL

Job Description

Post Title:	Teacher
Purpose:	To Raise Standards in Teaching and Learning
Reporting to:	Head of Faculty/Department
Responsible for:	
Liaising with:	
Working Time:	See Teachers' Pay and Conditions
Salary/Grade:	
Disclosure Level:	Enhanced
Qualifications:	Essential: 'A' Levels or equivalent in main teaching subject Essential: Degree or equivalent in main teaching subject Essential: Successful PGCE or equivalent in main teaching subject

MAIN (CORE) DUTIES	
Knowledge, Understanding, Planning and Assessment Responsibility for specific subject knowledge and understanding and to use planning, tracking, assessment and progress reporting effectively for both individuals and groups.	Working with other relevant teachers and support staff: • To have a thorough and up to date knowledge of the relevant aspects of the National Curriculum and related National Strategies. • To take account of further curriculum guidance in changes and development. • To understand the contribution that ICT can make to teaching and have the appropriate knowledge and skills to use ICT in your teaching. • To promote progression in the relevant key stages and phases. • To regularly evaluate the progress of students in relation to their prior attainment. • To use analysis of data from internal school assessments and National Curriculum assessments to plan lessons and sequences of lessons. • To report to colleagues on the progress of an individual, group or class, eg when changing lessons. • To monitor the progress of students through the continuous assessment of attainment against the learning outcomes set. • To provide constructive, formative and summative feedback to students. • To report to parents on the progress achieved by their child and the action required for further improvement. • Liaise and work effectively with other professionals and agencies involved in the assessment and provision for students' needs, eg educational psychologist and SENCO. • To develop students' capacity for self-assessment so that they can become reflective and self-managing learners. • To apply effective teaching strategies and methods appropriate to motivate different students and groups of students. • To use a range of strategies to ensure that there is appropriate pace and challenge in lessons for all students. • To manage effectively and creatively the full range of resources available, including TA's and HLTA's. • To provide positive and targeted support for any students with particular learning needs. • To set clear expectations for maintaining appropriate learning behaviour. • To manage challenging or difficult behaviour from students to minimise any negative impact on the learning of others.
	• To derive your planning from the school's agreed schemes of work and the National Curriculum. • To identify, record and communicate learning objectives for lessons and sequences of lessons. • To take account of the needs of individual students, groups or classes in your planning. • To demonstrate progression in students' acquisition of knowledge, skills and understanding in your planning of sequence of lessons. • To use homework and other opportunities for learning outside of the classroom. • To amend your planning to take account of your effectiveness of your teaching strategies.

Pupil Progress and Well-Being To ensure that as a result of your teaching your students achieve well in relation to prior attainment.	• To be a Form Tutor to an assigned group of students. • To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole. • To liaise with a Pastoral Leader to ensure the implementation of the school's Pastoral System. • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. • To evaluate and monitor the progress of students and keep up to date student records as may be required. • To contribute to the preparation of Action Plans and progress files and other reports. • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. • To contribute to PSHE and Citizenship and Enterprise according to school policy. • To apply the Behaviour Management systems so that effective learning can take place. • To demonstrate that all student make appropriate and consistent progress against their prior attainment. • To develop students' literacy, numeracy and ICT skills through all subject teaching. • To demonstrate that the levels of students' progress is as good as or better than local or national student performance in similar settings. • To demonstrate that students of different background, behaviour and/or ability make appropriate progress. • To demonstrate that students meet or exceed their own challenging individual targets and that the rate of their progress is generally better than that achieved by students in similar settings both locally and nationally.
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Professional Development and Wider Effectiveness. Responsible for personal CPD and to use outcomes to improve Teaching and Learning To be aware of issue of wider Professional Effectiveness by making an active contribution to the policies and aspirations of the school.	• To participate in and engage with school and/or external INSET and professional development activities. • To share the outcomes of professional development with colleagues. • To take action as a result of feedback and identified development needs. • To take part in self-evaluation activities in order to inform professional development needs. • To seek and use opportunities to develop further professional expertise within the requirements of your role. • To participate in professional development in response to school priorities or needs in order to improve standards of teaching and learning. • To implement school policies and procedures consistently. • To contribute to team, departmental or school improvement planning. • To identify where your work contributes to the progress made by the school in achieving its priorities for development. • To promote school values through professional behaviour and commitment. • To provide challenge and support to all students. • To inspire trust and confidence in students. • To build team commitment amongst students and with colleagues. • To engage and motivate students to do their best. • Communicate effectively with different groups, eg students, staff, parents, other professional services. • To help to implement school quality procedures and to adhere to those. • To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. • To review from time to time methods of teaching and programmes of work. • 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 students. • To track student progress and use information to inform teaching and learning. • To communicate effectively with the parents of students as appropriate. • Where appropriate, to communicate and co-operate with persons or bodies outside the school. • To follow agreed policies for communications in the school. • To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources. • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.
	• Abide by the objectives and targets of the Principal and the Governing Body and follow the procedures and practices utilised in all aspects of the work, including computerised and manual systems and the maintenance of relevant records.

School Ethos	• To fully subscribe to The Heath School's Know, more, Do more, Be more ethos and live out our CARE (Co-operation, Aspiration, Resilience, Excellence) as lead School in The Heath Family (NW) • To play a full part in the life of the school's community, to support its distinctive vision and ethos and to encourage staff and students to follow this example • To actively promote the school's policies • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate This job description is current at the date shown, but following consultation with you, may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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 to colleagues and provide a welcoming environment to visitors and telephone callers.
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