**JOB DESCRIPTION**

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| **School:** | **St Clement’s High School**,part of West Norfolk Academies Trust |
| **Job Title:** | Teacher of English  **This post is open to ECTs** |
| **Grade:** | MPS/UPS as appropriate  **additional paid responsibility available for an experienced candidate** |
| **Responsible to:** | Head of English |
| **Working With:** | English Faculty  Trust English Lead |

**Purpose of the Job**

* To meet all requirements of the Teachers’ Standards.
* Within the designated curriculum area, to implement, deliver and contribute to the schemes of learning.
* To shape the learning experience to motivate and encourage students to achieve their full potential.
* To monitor the progress of students and provide support to ensure personal and academic growth.

**Responsibilities**

The successful candidate will:

* be passionate about literature and the teaching of English, and able to inspire students to achieve success;
* be an excellent classroom practitioner with an understanding of high-quality teaching and learning;
* have excellent subject knowledge and be comfortable delivering up to Key Stage 4 in English;
* formatively assess the learning of students and respond accordingly;
* be adept at monitoring data and providing intervention when needed;
* be able to create and manage resources;
* be able to work collaboratively.

**Teaching and Learning Responsibilities**

* To plan effective lessons using the Trust curriculum as a framework;
* To stimulate learning through methods grounded in effective pedagogical practices;
* To prepare and share high quality and appropriate teaching resources;
* To ensure a high-quality learning experience for students that meets internal and external quality standards;
* To follow the school’s Assessment Policy with regard to formative assessment, providing constructive feedback to facilitate progress;
* To undertake assessment of students as required by internal and external (e.g. examination boards) procedures;
* Within the guidance presented in the school and Faculty assessment policies, and using appropriate I.T. systems, to assess, record and report on the attendance, progress, development and attainment of students;
* To apply the school’s Behaviour Policy to ensure that effective learning can take place. To maintain discipline and use appropriate rewards and sanctions in line with school policy;
* To take part in Parent/Carer Information Evenings;
* Within the school’s marking and homework policy, to set and mark work appropriate to the needs of each student. To provide constructive feedback to facilitate progression;
* To ensure that Literacy, Numeracy and ICT opportunities are optimised within the context of the designated teaching programme;
* To optimise the use of classroom support staff;
* To be willing to participate in additional opportunities provided by the Faculty, such as after school support sessions and enrichment opportunities.

**Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for conduct throughout a teacher’s career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

* treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions
* showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

**Job context and flexibility**

The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

West Norfolk Academies Trust is committed to safeguarding and promoting the welfare of children and young people and the post holder will share this responsibility, therefore appointments are subject to satisfactory references and an enhanced DBS check with barred list. Shortlisted candidates will be subject to an online search. This post is exempt from the Rehabilitation of Offenders Act 1974 but Exceptions Order may apply.

Where the post holder has a budgetary responsibility, it is a requirement of the role to work within the Academy’s financial regulations.

**PERSON SPECIFICATION**

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| **Criteria** | **Essential** | **Desirable** | **How assessed** |
| **Qualifications** | | | |
| Qualified Teacher Status | **🗸** |  | Application |
| Educated to Degree Level | **🗸** |  |
| Evidence of CPD linked to curriculum development |  | **🗸** |
| **Experience** | | | |
| Experience of teaching to GCSE. English Language and English Literature at KS3 & KS4 | **🗸** |  | Application |
| Experience of working in a team | **🗸** |  |
| Contribution to school beyond the classroom |  | **🗸** |
| **Skills, Attributes and Knowledge** | | | |
| Ability to form strong working relationships with children | **🗸** |  | Application,  Interview, Reference |
| Committed to safeguarding and promoting the welfare of children and young people | **🗸** |  |
| An understanding of the use of data in promoting pupil achievement and attainment | **🗸** |  |
| Skills and knowledge to deal with student safety and behaviour | **🗸** |  |
| Setting high standards to staff and students by personal example | **🗸** |  |
| Ability to build effective and positive working relationships with students, colleagues and parents/carers | **🗸** |  |
| Sound knowledge of the National Agenda | **🗸** |  |
| Organised and methodical approach to work/ability to prioritise and time manage effectively | **🗸** |  |
| Knowledge of Equality and Diversity and an understanding of issues faced by vulnerable children and young people | **🗸** |  |
| Commitment to continued personal development | **🗸** |  |
| Ability to focus on standards and the belief that all students can succeed given the right opportunity and support | **🗸** |  |
| Demonstrate a commitment to equal opportunities | **🗸** |  |
| IT literate. | **🗸** |  |
| **Personal qualities** | | | |
| Passionate about achievement | **🗸** |  | Application,  Interview, Reference |
| Reliability, commitment and integrity | **🗸** |  |
| Diligence, tenacity, enthusiasm, drive and self-motivation | **🗸** |  |
| Ability to respond positively to pressure, whilst maintaining accessibility and consistency | **🗸** |  |
| Strong team player/lead by example/ability to inspire others | **🗸** |  |
| Ability to maintain a healthy work/life balance | **🗸** |  |
| Positive approach to problem solving | **🗸** |  |
| Positive attitude to work | **🗸** |  |
| Supporting positive mental health within the school | **🗸** |  |