

THE SABDEN MULTI ACADEMY TRUST
JOB DESCRIPTION AND PERSONAL SPECIFICATION



SCHOOL:	St Mary's School
DEPARTMENT:	Key Stage 3 & 4
POSITION:	Teacher of English
EMPLOYMENT TYPE:	Teaching
SCALE ALLOWANCE:	MPS 1-6 /UPS 1-3
ADDITIONAL ALLOWANCES:	TLR 2a & SEN Additional Allowances
CONTRACT TYPE:	Full-Time – Permanent
RESPONSIBLE FOR:	Key Stage 3 & 4 English
RESPONSIBLE TO:	Principal and Deputy Principal

St Mary's School seeks to appoint an inspirational and effective English practitioner who is passionate about their specialism and passionate about ensuring engagement and progress for all our pupils.

Main Purpose of the Job

To be an effective professional who demonstrates up-to-date and thorough curriculum knowledge in order to deliver English to Key Stage 3 & 4 pupils. To be skilled in the assessment of pupil progress and effective in the timely deployment of learning strategies to enable all pupils to make good progress.

The particular duties assigned to this post are set out below. These may be reviewed and amended in consultation with the post holder in the light of any changes in the requirements and priorities within the school.

You will be working with pupils who have a range of Social, Emotional & Mental Health needs; you should be able to demonstrate a strong commitment to understanding their needs and ensuring our pupils access the curriculum and experience success.

Planning, Teaching and Class Management

- To ensure the effective teaching of English to groups of students from all abilities in years 7 – 11
- To ensure that all lessons are planned with clear aims and objectives.
- To ensure that all lessons are delivered in line with national guidance, up-to-date practice and school policies.
- To set clear targets, building on prior attainment.
- To take into account the differing ability lessons of students and differentiate work accordingly.
- To encourage all students to be actively engaged in their own learning and in reviewing their progress against targets.
- To provide clear structures for lessons, maintaining pace, motivation and challenge.
- To deal with inappropriate behaviour quickly and effectively according to the school behaviour policy.
- To check that all subject matter is effectively communicated and understood by all groups of students.

- To set appropriate tasks and challenges for homework and ensure that it is regularly marked with constructive feedback.
- To monitor, assess, record and report on pupil achievement. Keep careful records of student progress in line with school policy.
- To ensure that there is a high standard of display work in the classroom, which is changed frequently.
- To keep work areas well organised and tidy.
- To attend scheduled meetings.
- To participate in English events such as trips and primary liaison.
- Ensure the effective deployment of teaching assistant support.

Monitoring, Assessment, Recording & Reporting

- Assess how well learning objectives have been achieved and use them to inform planning
- Mark and monitor pupil's work, providing constructive feedback and targets for improvement
- Monitor pupils strengths & areas for further development; know what level each pupil is working at
- Record pupil progress and maintain records in line with the school assessment policy
- Undertake assessment as directed by examination bodies and the school procedures
- Prepare and present informative reports to parents

Curriculum development

- Have lead responsibility for the development of English within the school
- Develop a subject improvement plan that identifies clear targets and success criteria
- Provide guidance to colleagues about the delivery of mathematical concepts in other subject areas
- Contribute to whole school planning activities and actively contribute to staff meetings
- Take a lead role in developing an aspect of the SDP as part of a TLR.

Pastoral Duties

- Be a form tutor to a group of pupils and carry out all the duties linked to the role
- To monitor and promote the overall progress, well-being and development of pupils in your tutor group
- Monitor pupils participation and progress and keep pupil profiles up to date
- Monitor pupils behaviour and attendance, ensure challenging targets are set and reviewed
- Liaise with school staff including the SENCo to ensure that the needs of pupils are met
- Alert appropriate staff to problems experienced by pupils and make recommendations about how these may be resolved
- To enforce the school's behaviour and uniform policies on a daily basis.
- Communicate with parents and carers and other professionals regarding the progress and well-being of pupils in your tutor group

Other Professional Requirements

- To maintain an up-to-date knowledge of developments within the teaching of English
- To establish effective working relationships and set a good example through your professional and personal conduct and presentation
- To act as a positive role model and promote the aims, values and ethos of the school and uphold all rules and policies.
- To read and adhere to all procedures as set out in the Staff Handbook.
- To carry out a share of supervisory duties in accordance with normal school schedules.
- To participate in appropriate meetings with colleagues and parents.
- To carry out any other duties which may be reasonably required by the Head teacher.
- To carry out the normal duties of teachers as set out in the Schools Teachers' Pay and Conditions Handbook

The SABDEN Multi Academy Trust
Person Specification for Key Stage 3 & KS4 Teacher of English

Essential Criteria

Qualifications

- Qualified Teacher Status
- A degree in English or equivalent in a subject related to English
- Evidence of commitment to own professional development

Knowledge and Experience

- Use of assessment and attainment to improve practice and raise standards
- Use of strategies to promote good pupil relationships and high attainment in an inclusive environment
- Vision for the teaching of English
- Secure knowledge of the National Curriculum at KS3 and KS4
- A sound knowledge of accreditation in the changing landscape
- Use of a wide range of teaching styles and pedagogy to secure Good to Outstanding learning and progress
- Evidence of engaging pupils of all abilities in english through inspiring lessons
- Evidence of high achievement in teaching across the Key Stages
- Development of effective Schemes/Units of work
- Demonstrate an understanding of recent general educational developments as they affect special education.
- Demonstrate a clear understanding and knowledge of safeguarding and child protection procedures

Skills and Qualities

- Demonstrate a high level of personal teaching skills.
- Demonstrate ability to organise and manage classes to create an effective learning environment.
- Excellent communication and presentation skills
- Competent user of ICT and data programmes
- Confident oral and written English skills
- Ability to plan and resource effective interventions to meet curricular needs
- Excellent behaviour management
- Demonstrate success in promoting the general progress and well-being of pupils and providing guidance and advice to pupils on educational and social matters.
- Demonstrate successful experience of contributing to a whole school approach in delivering education to children with special educational needs.

Personal Qualities

- High levels of personal and professional integrity
- A commitment to enabling pupils of all abilities to thrive academically
- High degrees of self-confidence, personal energy and dynamism
- Personal warmth, good rapport with pupils, colleagues and parents
- Excellent organisational and time management skills
- Professional levels of personal presentation
- Enthusiasm for participation in extra-curricular activities
- A high level of emotional intelligence and a commitment to a team ethos
- Understand the indicators of stress and within a SEMH environment and take responsibility for minimising the factors that may contribute to your personal stress
- Support colleagues generally and contribute positively to all whole school strategies on stress management.

Desirable Criteria

- At least one-years' experience of working with pupils with special educational needs within the last three years.
- Has completed recent and relevant professional development activities
- Has experience of reviewing and developing the curriculum to meet statutory needs
- Has taught in a variety of schools.
- Has experience of contributing to the development of a wide range of practical, creative and recreational activities, including extra-curricular activities.