



## **JOB DESCRIPTION**

- Job Title:** Classroom Teacher
- Accountable to:** Head of Foundation Faculty/SLT Link
- Job Purpose:** To teach across the age and ability range
- Pay Scale:** Main/Upper Pay Spine

## **Conditions of employment**

Details of the general terms and conditions applying to this post are outlined in the Statement of Particulars provided to you on appointment to this post. You may wish to have particular reference to the Scheme of Conditions of Service of the School Teachers' Pay & Conditions Document. The post holder should familiarise themselves with the Schools policies which can be found on the School Intranet.

## **STANDARDS**

Teachers make education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; force positive professional relationships and work with parent in the best interests of their pupils.

### **1. SET HIGH EXPECTATIONS WHICH INSPIRE, MOTIVATE AND CHALLENGE PUPILS**

- 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

### **2. PROMOTE GOOD PROGRESS AND OUTCOMES BY PUPILS**

- 2.1 Be accountable for pupils' attainment, progress and outcomes
- 2.2 Plan teaching to build on pupils' capabilities and prior knowledge
- 2.3 Guide pupils to reflect on the progress they have made and their emerging needs
- 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study

### **3. DEMONSTRATE GOOD SUBJECT AND CURRICULUM KNOWLEDGE**

- 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship
- 3.3 Demonstrate an understanding of , and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English whatever the teacher's specialist subject
- 3.4 If teaching early reading, demonstrate a clear understanding of systematic, synthetic phonics
- 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

### **4. PLAN AND TEACH WELL STRUCTURED LESSONS**

- 4.1 Impart knowledge and develop understanding through effective use of lesson time
- 4.2 Promote a love of learning and children's intellectual curiosity
- 4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching
- 4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

### **5. ADAPT TEACHING TO RESPOND TO THE STRENGTHS AND NEEDS OF ALL PUPILS**

- 5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- 5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these
- 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- 5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

### **6. MAKE ACCURATE AND PRODUCTIVE USE OF ASSESSMENT**

- 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- 6.2 Make use of formative and summative assessment to secure pupils' progress
- 6.3 Use relevant data to monitor progress, set targets and plan subsequent lessons
- 6.4 Give pupils regular feedback both orally and through accurate marking and encourage pupils to respond to the feedback

## **7. MANAGE BEHAVIOUR EFFECTIVELY TO ENSURE A GOOD AND SAFE LEARNING ENVIRONMENT**

- 7.1 Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school's behaviour policy
- 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise sanctions and rewards consistently and fairly
- 7.3 Manage classes effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 7.4 Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

## **8. FULFIL WIDER PROFESSIONAL RESPONSIBILITIES**

- 8.1 Make a positive contribution to the wider life and ethos of the school
- 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 8.3 Deploy support staff effectively
- 8.4 Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues
- 8.5 Communicate effectively with parents with regard to pupils' achievements and well-being

## **9. 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.

- 9.1 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
- 9.2 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

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



## Food Teacher - Person Specification

|   | ESSENTIAL  | DESIRABLE   |
|---|--|---|
| <b>Qualifications</b>                   | <ul style="list-style-type: none"> <li>Relevant degree</li> <li>Qualified Teacher Status</li> </ul>  | <ul style="list-style-type: none"> <li>Completed MA or an Interest in studying for further qualifications</li> </ul>  |
| <b>Experience</b>                       | <ul style="list-style-type: none"> <li>Experience of teaching 11-16 DT Food.</li> <li>An understanding of the role of the tutor within the pastoral system.</li> </ul>   | <ul style="list-style-type: none"> <li>Experience of both Food and RM.</li> <li>Experience of teaching Post-16 Food.</li> <li>Relevant experience of pastoral tutoring.</li> <li>The ability to offer an additional subject.</li> </ul> |
| <b>INSET</b>                            | <ul style="list-style-type: none"> <li>A desire to develop further and engage in CPD.</li> </ul>   | <ul style="list-style-type: none"> <li>Relevant INSET experiences</li> </ul>  |
| <b>Attributes, Skills and Abilities</b> | <ul style="list-style-type: none"> <li>A philosophy which is in sympathy with that of Ashton Park and the Gatehouse Green Learning Trust.</li> <li>Excellent classroom teacher with effective behaviour management skills.</li> <li>Excellent subject knowledge</li> <li>A passion for the subject combined with the ability to inspire students of all abilities.</li> <li>A strong commitment to achievement for all students, coupled with high expectations.</li> <li>Excellent communication skills</li> <li>Excellent organisational skills</li> <li>Excellent ICT capability, including the management of student data.</li> <li>Excellent interpersonal skills with pupils, staff and parents.</li> <li>Familiarity with current education legislation and developments.</li> <li>A commitment to innovate.</li> <li>A willingness to contribute to extracurricular activities, including school visits.</li> <li>The ability to work under pressure and meet deadlines.</li> <li>A willingness to go the extra mile!</li> <li>A sense of humour!</li> </ul> | <ul style="list-style-type: none"> <li>Ambitious, wanting to gain wider experiences.</li> </ul>   |
| <b>References</b>                       | <ul style="list-style-type: none"> <li>Confirm excellent attendance and the stamina to cope with the demands of the post.</li> <li>Are fully supportive and without reservation</li> <li>Support a commitment to safeguarding, including enhanced DBS disclosure.</li> </ul>   |   |