

**TEACHING STAFF
JOB DESCRIPTION**

ROLE TITLE	Teacher
CONTRACTED HOURS	Full-time
LOCATION	Thomas Gainsborough School
GRADE / SCALE POINT – SALARY	Main or Upper Pay Range
REPORTING TO	Head of Subject

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:

INTEGRITY

INCLUSION

KINDNESS

The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

Excellent staff – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

Excellent support for schools – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

OVERALL RESPONSIBILITY

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor student progress, keeping student records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all students to achieve their full potential.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people.

GENERAL TEACHING DUTIES

Teaching and Learning

1. Manage student learning through effective teaching in accordance with the department's schemes of work and policies.
2. Ensure continuity, progression and cohesiveness in all teaching.
3. Use a variety of methods and approaches to match curricular objectives and the range of student needs, and ensure equal opportunity for all pupils.
4. Set homework regularly, to consolidate and extend learning and encourage students to take responsibility for their own learning.
5. Work with Learning Support Staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. Support individual learning, including students on the subject gifted and talented register, by planning work with appropriate challenge and monitoring and reviewing student outcomes regularly.

7. Work within the Assessment for Learning Strategy, using clear and precise learning objectives and defining criteria for success for each lesson.

8. Work effectively as a member of the Department team to improve the quality of teaching and learning, by contributing to the Department Improvement Plan and implementing and monitoring change.

9. Implement new initiatives, school, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.

10. Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.

11. Ensure that the learning environment supports high quality outcomes.

12. Manage behaviour in line with the school expectations for learning policy.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.

2. Track student progress, monitoring achievement against targets set, and take appropriate action on student outcomes.

3. Assess students' work systematically and use the results to inform future planning, teaching and curricular development.

4. Contribute towards the implementation of IEPs as detailed in the current Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.

5. Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.

6. Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

1. Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.

2. Keep up-to-date with research and developments in pedagogy in the subject area.

3. Contribute to the effective use of subject resources, including evaluation of new materials and equipment.

4. Keep up-to-date with technological change and the use of technology to enhance delivery, and student access, to the subject.

Professional Standards

1. Be a role model to students through personal presentation and professional conduct.

2. Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
3. Cover for absent colleagues as is reasonable, fair and equitable.
4. Be familiar with the School and Department handbooks and Departmental Portfolio contents and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
5. Establish effective working relationships with professional colleagues and associate staff.
6. Be involved in extracurricular activities where appropriate such as making a contribution to after-school clubs and visits.
7. Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions.
8. Liaise effectively with parents/carers and with other agencies with responsibility for students' education and welfare.
9. Be aware of the role of the Governing Body of the School and support it in performing its duties.
10. Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.

Health and Safety

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety and Welfare.

Continuing Professional Development

1. In conjunction with the Line Manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School curriculum, which may lead to improvements in teaching and learning.
2. Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
3. Implement and develop pedagogic procedures introduced through school, local or government initiatives.
4. Implement the use of new technologies that enhance teaching and learning.
5. Participate in leadership, peer and self monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
6. Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
7. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for the new academic year; participate in collaborative planning sessions; provide additional student support or any activity directed by the Headteacher.
8. Maintain a professional portfolio of evidence and learning log to support the Performance Management process - evaluating and improving own practice.

9. Contribute to departmental development by sharing professional learning, expertise and skills with others in the team, through departmental training activities such as coaching and mentoring.

ADDITIONAL RESPONSIBILITIES

Undertake any duties reasonably requested by the Headteacher

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Technical or Specialist	<ul style="list-style-type: none"> • NVQ or equivalent in a relevant subject • Education to degree or equivalent level • Teaching qualification • Excellent subject knowledge and understanding of learning in the secondary phase up to Key Stage 4 • Up to date knowledge of curriculum and assessment developments • ICT confidence Teaching • French up to A Level • Recent teaching experience and evidence of successful outcomes 	<ul style="list-style-type: none"> • Knowledge of School / Trust Computer systems • Further study or training in relevant subject area
Literacy and Numeracy	<ul style="list-style-type: none"> • Secondary education up to GCSE level or equivalent • Ability to set out letters / documents and to use grammar correctly • Able to carry out basic calculations accurately • Computer literate • Able to main routine records e.g. school meals, sale of tickets, supplies. 	<ul style="list-style-type: none"> • Competent and confident in use and interpretation of databases and spreadsheets.
Organisational		<ul style="list-style-type: none"> • Knowledge of Trust's administrative procedures e.g. ordering / incoming and outgoing post
Equipment / Materials	<ul style="list-style-type: none"> • High level, accurate keyboard skills. • Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers 	
Research	<ul style="list-style-type: none"> • Able to use the internet effectively for routine research 	
Problem Solving	<ul style="list-style-type: none"> • Ability to check stock deliveries accurately • Ability to resolve a range of day-to-day problems, using own initiative. • Know when it is appropriate to refer upwards 	
Creative Thinking	<ul style="list-style-type: none"> • Design and produce documents / advertisements etc 	
Planning	<ul style="list-style-type: none"> • Organised and methodical approach to admin tasks • Ability to manage and coordinate projects and in-house events 	
Interpersonal and Communication	<ul style="list-style-type: none"> • Tact and diplomacy second nature 	

	<ul style="list-style-type: none"> • Articulate with a good grasp of the English language • Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable • Understanding of the necessity and ability to maintain absolutely confidentiality • Pleasant and helpful telephone and face-to-face manner • Ability to function effectively as part of a team • Positive attitude towards change • The ability to plan and prioritise • The ability to motivate and enthuse colleagues • Good communication skills, both written and oral • Good interpersonal skills • The ability to diffuse situations • Willingness to take part in school trips and exchanges • A sense of humour • Commitment to continuous improvement • Flexible approach • Able to work independently and as part of a team • Approachable and sensitive to the needs of others • Ability to plan collaboratively and share resources and ideas • Openness and willingness to address and discuss relevant issues • Self-motivating and resilient • Good personal organisation and the ability to work under pressure • Excellent record of attendance 	
Keyboard	<ul style="list-style-type: none"> • High level keyboard skills 	
Manual Skills	<ul style="list-style-type: none"> • Routine manual handling skills 	
Level of Autonomy	<ul style="list-style-type: none"> • Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time. 	