THE PRIORY
LEARNING TRUST

JOB DESCRIPTION

SUBJECT TEACHER

This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, The Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of government.

This job description may be amended at any time following discussion between the Principal/Team Leader and member of staff, and will be reviewed annually.

Salary: TMS or UPS

Responsible to: Central Leader and Head of Subject / Key Stage Leader

Responsible for: Providing high quality learning experiences for students through the provision of challenging, stimulating and supportive teaching

As a Tutor: Responsible to the Head of Year

Working within the agreed vision, ethos and policies, teachers are expected to play a full and active part in the life of the school. In particular their areas of responsibility and key tasks will be:

Planning

Plan teaching to achieve progression in students' learning through:

- identifying clear learning and teaching objectives and specifying how they will be taught and assessed
- setting tasks, including homework, which challenge students and ensure a high level of interest
- setting appropriate and demanding expectations for students' learning, motivation and presentation of work
- making effective use of assessment information when planning lessons
- setting clear targets, building on prior attainment
- identifying the needs of individuals and groups within the class, taking note of individual education plans and the requirements of the Code of Practice, tailoring the teaching to take account of their identified needs

- planning opportunities to contribute to students' literacy and numeracy, and to their personal, spiritual, moral, social and cultural development
- the use of Support Staff within lessons as appropriate.
- preparation of faculty / subject schemes of learning as required by the Central Leader / Head of Subject / Key Stage Leader.

Teaching and Class Management

- establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which students feel secure and confident
- set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- implementing the school learning and teaching policy to provide clear structures for lessons maintaining pace, motivation and challenge
- use a variety of teaching methods to:
  (i) structure information well, including outlining content and aims and summarising key points as the lesson progresses
  (ii) instruct, demonstrate and give accurate, well-paced explanations using appropriate vocabulary
  (iii) use effective questioning, listen carefully to students, give attention to errors and misconceptions
- select appropriate learning resources and develop study skills through library, ICT and other sources
- ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- critically evaluate teaching to improve effectiveness

Monitoring, assessment, recording, reporting - to:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- mark and monitor students' work and set targets for progress in line with the learning and teaching and assessment policies
- understand relevant data and target setting processes, to know students target grades and to provide relevant advice and guidance to students on what they need to do to meet or beat those grades and raise their achievement
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving
- prepare and present informative reports to parents
- take registers in all tutor periods and lessons, monitoring attendance and reporting absences to Student Welfare / pastoral staff

Other professional requirements:

- carry out duties, as detailed in the published rota, ensuring the health, safety and wellbeing of students before and after school and at break times
- to maintain discipline, in line with school policies. To insist on high standards of behaviour at all times, in all parts of the school in order to support colleagues in the consistent implementation of the behaviour policy.
- have a working knowledge of teachers' professional duties and legal liabilities

- operate at all times within the stated policies and practices of the school
- establish effective working relationships and set a good example through their presentation and personal and professional conduct
- be at all times calm and courteous to colleagues, parents and visitors, providing a welcoming environment to visitors and telephone callers
- endeavour to give every child the opportunity to reach their potential and meet high expectations
- to encourage students to make healthy lifestyle choices
- to ensure that all students are safe and protected whist at school and that all suspected safeguarding incidents (in or out of school) are reported to the Designated Safeguarding Officer, in line with school policy.
- to provide a good role model to students in standards of behaviour, dress and communication
- contribute to the life of the school through effective participation in meetings and management systems necessary to co-ordinate the organisation of the school
- take a full and committed part in your own Performance Management, in line with school policy.
- take responsibility for their own professional development and duties in relation to school policies and practices
- liaise effectively with parents and governors as necessary, taking part in parents and open evenings as in the published schedule
- communicate, as necessary, with other colleagues both within and outside the school – to include staff from other schools and agencies.

In your subject area:

- to assist in the development of appropriate syllabuses, resources, schemes of learning and teaching strategies
- to contribute to the faculty / department development plan and its implementation
- to contribute to the process of monitoring and evaluation of the faculty / department in line with agreed school procedures. To seek / implement modification and improvement where required.

As a tutor / mentor:

- to act as the first point of contact for students and parents of the tutor group. To develop trusting relationships with members of the group.
- to be responsible, as a tutor and / or mentor for the pastoral care, academic monitoring and guidance of a group of students
- to discuss and respond to concerns expressed by other colleagues about members of the tutor group.
- to communicate with parents about academic or pastoral issues relating to members of the tutor group
- to communicate with staff from other agencies, as necessary, concerning the welfare of students in the tutor group.
- to act as a member of a Year / Key Stage team, supporting the Head of Year / Key Stage Leader in the organisation of that team of tutors and the year group of students
- to attend assemblies
- take registers, monitor attendance and encourage full attendance
- to encourage members of the group to participate fully in the life of the school, in order to gain maximum benefit for membership of the school community.

Other

- in addition to carry out other duties as reasonably required by the Head of School/ Principal.
- The Priory Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

PERSON SPECIFICATION

Area	Essential	Desirable
Education	Qualified Teacher Status	Further qualifications in the appropriate subject
Experience	Passion for specialist subject Relevant teaching experience in KS3 and 4 Ability to be organised and efficient, particularly in regards to lesson preparation, students assessment and record keeping An understanding of pastoral needs of students Ability to maintain a good working atmosphere in the classroom Ability to understand and evaluate data and use this to improve teaching Willingness to be involved with school activities and clubs	Experience of working with mixed ability groups Able to develop teaching materials
IT skills	Effective use of ICT in teaching and learning	
Other skills	Ability to be a mentor (tutor) for one of the Mentor Groups to support the pastoral work of the school Able to demonstrate a range of teaching styles and skills Able to teach across a range of students of different ages and abilities	Previous experience supporting pastoral work Experience meeting the needs of students with Special Educational Needs

	Able to communicate effectively and clearly both verbally and in written forms	
Specialist Knowledge	A strong understanding of safeguarding issues within an educational environment Ability to demonstrate a commitment to safeguarding and promoting the welfare of children in their care	Training in safeguarding issues Examples of good practice from personal experience
Qualities	Able to establish and maintain strong working relationships across all elements of the role	
Other	Application should be well constructed and legible Should involve few spelling and grammar errors Must demonstrate the individual can meet the requirements of the person specification Embrace school policies A desire to improve own skills and willing to undertake professional development activities as appropriate	