

Teacher Job Description

Position: Key Stage 5 Teacher

Responsible to: Principal

Responsible for: Health and Social Care

Job Summary

All teachers make the education of their students 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 reflective and self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Upper Pay Scale teachers are highly competent in all elements of the Teachers' Standards and their achievements and contribution are substantial and sustained.

Primary Duties and Responsibilities

Main Pay Scale (MPS)	Upper Pay Scale (in addition to MPS)
Sets high expectations which inspire, motivate and challenge students	
<ul style="list-style-type: none"> Establish a safe and stimulating environment for students, rooted in mutual respect Set goals that stretch and challenge students of all backgrounds, abilities and dispositions Demonstrate consistently the positive attitudes, values and behaviour which are expected of students. 	<ul style="list-style-type: none"> Positively impact and influence colleagues in the setting and delivery of high expectations. Provide supportive challenge to colleagues to create appropriate and stretching student goals. Exemplify to others strong student interactions and high behaviour expectations of all students.
Promote good progress and outcomes by students	
<ul style="list-style-type: none"> Be accountable for students' attainment, progress and outcomes Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these Guide students to reflect on the progress they have made and their emerging needs Demonstrate knowledge and understanding of how students learn and how this impacts on teaching Encourage students to take a responsible and conscientious attitude to their own work and study. 	<ul style="list-style-type: none"> Exceed student-based expectations. Support colleagues in the development and implementation of strategies that lead to good progress and outcomes.
Demonstrate good subject and curriculum knowledge	
<ul style="list-style-type: none"> Have a secure knowledge of the relevant subject(s) and curriculum areas at Key Stage 5 level, foster and maintain students' interest in the subject, and address misunderstandings Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship Demonstrate an understanding of and take responsibility for promoting high standards of 	<ul style="list-style-type: none"> Achieve an excellent understanding of the curriculum and develop others in their knowledge. Contribute positively towards development of the Federation's curriculum and the associated high expectations for achievement of all students. Model high standards in developing literacy through the curriculum.

<p>literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p>	
<p>Plan and teach well-structured lessons</p>	
<ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time • Promote a love of learning and students' intellectual curiosity • Support students to work independently at a Key Stage 5 level and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired • Reflect systematically on the effectiveness of lessons and approaches to teaching. • Design and provide an engaging curriculum within the relevant subject area(s). 	<ul style="list-style-type: none"> • Teaching is consistently good. • Support colleagues to ensure teaching is prioritised and is the key driver for delivering the curriculum. • Support the leadership of learning, building on own consistently good practice. • Where there are barriers to student progress pro-actively support colleagues with the design and delivery of appropriate strategies. • Support teachers' empowerment and facilitate to follow the CLF teaching framework. • Lead in creating a culture through which teachers enjoy teaching and thrive within the trust.
<p>Adapt teaching to respond to the strengths and needs of all students</p>	
<ul style="list-style-type: none"> • Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively • Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these • Demonstrate an awareness of the physical, social and intellectual development of students, and know how to adapt teaching to support students' education at different stages of development • Have a clear understanding of the needs of all students, 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. 	<ul style="list-style-type: none"> • Proactively support colleagues to understand their cohort and offer solutions to overcome barriers to learning. • Proactively identify higher attaining students and support the development of appropriate stretch and challenge. • Contribute within the wider team on how to successfully support students with varying needs to access the curriculum and achieve good progress.
<p>Make accurate and productive use of assessment</p>	
<ul style="list-style-type: none"> • Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • Make use of formative and summative assessment to secure students' progress and design or adapt assessments as necessary • Use relevant data to monitor progress, set targets, and plan subsequent lessons • Give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback. 	<ul style="list-style-type: none"> • Support colleagues in their understanding of how to use formative and summative assessment to achieve good progress. • Take a pro-active and curious approach to review of student-based data to support colleagues in their interpretation of data and application of appropriate interventions and strategies to achieve good progress. • Lead on intelligent use of assessment.

Manage behaviour effectively to ensure a good and safe learning environment	
<ul style="list-style-type: none"> • Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Manage classes effectively, using approaches which are appropriate to students' needs to involve and motivate them • Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary. • Escalate safeguarding concerns immediately to the Principal and/or Designated Safeguarding Lead. 	<ul style="list-style-type: none"> • Take a leading role in ensuring behaviour management systems are implemented consistently, so that effective learning can take place. • Support colleagues experiencing challenging student behaviour towards a successful solution.
Fulfil wider professional responsibilities	
<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the school • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Deploy support staff effectively • Take responsibility for improving own teaching through appropriate professional development (including attendance at off-site Federation wide CPD), responding to advice and feedback from colleagues • Communicate effectively with parents with regard to students' achievements and well-being. 	<ul style="list-style-type: none"> • Support a culture of positivity and a solution focussed working environment.

Additional expectations – Teachers will:

- Be aware of and comply with CLF policies as set out in the CLF Employment Manual as well as individual academy policies and procedures.
- Be committed to safeguarding and promoting the welfare of children and young people.
- Ensure that the equal opportunities policy is adhered to and promoted in all aspects of the post holder's work.
- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.
- Demonstrate professionalism towards sensitive and confidential information and adhere to data protection legislation.
- Comply with and promote Health and Safety policies and procedures and to undertake recommended Health and Safety training as and when necessary.
- Commit to professional self-development, such as through participation in inset training and professional services network as necessary for the successful carrying out of the job.
- Undertake such other duties as are commensurate with the grade of the post.
- Secondary teachers will be primarily deployed to teach their specialist subject area, however may on occasions be required to teach outside of the specialism.

Behaviour Expectations

- Establish **H**igh expectations for all that we seek to achieve.
- Create **E**quity of opportunity, removing disadvantage.
- Champion the success and life chances of **A**ll children.
- Furnish pupils and staff with the **R**esilience to succeed as lifelong learners.
- Promote **T**olerance and respect for ourselves, our communities and our environment.

NB: This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive list of tasks and can be varied in consultation with the post holder to reflect changes in the job or the organisation.

Signed:

Name:

Date:

Teacher Person Specification

Attributes	Essential Criteria	Desirable Criteria
Qualifications / Knowledge	<ul style="list-style-type: none"> GCSEs Grade C+ (Grade 4) including English, Mathematics and Science A Level Grade C+ within relevant subject(s) Relevant Degree Qualified Teacher Status (QTS) (or QTLS) Excellent subject knowledge Thorough knowledge of national developments in assessment and reporting Knowledge of recent developments in learning and teaching 	<ul style="list-style-type: none"> Postgraduate or Professional Graduate Certificate in Education (PGCE) Experience within an exam board Commitment to developing subject knowledge through subject specific research Knowledge of strategies to support both staff and students
Skills	<ul style="list-style-type: none"> Committed to preparing and delivering high-quality learning sessions, using a range of teaching and learning strategies Committed to enabling all students to achieve high standards Ability to use assessment and progress data to drive provision A reflective practitioner who consistently seeks to improve their teaching to support learning and accelerate student progress Committed to further developing teaching skills through professional development and learning Effective communication and interpersonal skills with both adults and children. Able to work as a member of a high performing team Teaching secures good progress over time for students Able to work with students, colleagues and parents with a high level of professionalism Able to actively support the Academy's high expectations of behaviour and attitudes to learning Lead initiatives and take ownership of schemes of work for their own CPD 	<ul style="list-style-type: none"> Ability to articulate how professional development and learning activities have impacted on practice Committed to further developing teaching skills through CPD / training etc. Demonstrated leadership qualities of supporting the development of high performing teams
Experience	<ul style="list-style-type: none"> Knowledge of recent developments in learning and teaching Ability to teach at KS4 & KS5 A reflective practitioner who consistently seeks to improve their 	<ul style="list-style-type: none"> Experience of teaching other subjects at KS5 Outstanding classroom teacher

	<p>teaching to support learning and accelerate student progress</p> <ul style="list-style-type: none"> • A good understanding of effective ways to facilitate learning • Familiar with the most recent developments in the relevant curriculum and broader subject expertise. • Evidence of your commitment to continuous high quality professional development. • Knowledge of recent developments in learning and teaching • A reflective practitioner who consistently seeks to improve their teaching to support learning and accelerate student progress • A good understanding of effective ways to facilitate learning and drive student progress 	<ul style="list-style-type: none"> • A good knowledge of Post 16 and career next steps • Experience of teaching from the KS5 pastoral curriculum. • Evidence of impact on student progress for students with English as an additional language and students with SEND • Experience of strong guidance in CIEAG for KS5 students in their career choices and next steps 	
Personal Attributes	<ul style="list-style-type: none"> • Shows humility and cares about what they do – committed to increasing the life chances of young people • Has a Federation mind set and keen to collaborate with Federation colleagues • Able to inspire and motivate young people • Seeks to develop leadership skills • Able to release potential in others, quick to acknowledge fault and quick to recognise the achievement of others • Has high expectations of self and students • Reliable, punctual and responsible • Puts a high value on treating others with respect and courtesy • Committed to inclusion 	<ul style="list-style-type: none"> • A willing contributor to the development of the Team and the Academy 	
Equality	<ul style="list-style-type: none"> • An understanding of, acceptance and commitment to the fundamental principles of equal opportunities. • Able to work in a way that promotes equality of opportunity and respect for diversity 		
Safeguarding	<ul style="list-style-type: none"> • Evidence of a commitment to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. • Able to work in a way that promotes the safety and well-being of children and young people 		

