



<b>Organisation:</b>	Watergrove Trust
<b>Section:</b>	Teaching
<b>Location:</b>	Wardle Academy
<b>Job Title:</b>	ECT Teacher of Humanities (Geography specialism preferred)
<b>Hours:</b>	In line with STPC
<b>Grade:</b>	MPS
<b>Accountable to:</b>	Headteacher
<b>Accountable for:</b>	N/A
<b>Special Conditions of Service:</b>	<ul style="list-style-type: none"><li>• All posts require satisfactory pre-employment checks including enhanced DBS clearance prior to appointment.</li><li>• From time to time you may be expected to work outside normal working hours to participate in duties that are otherwise not indicated in your job description. (Example): Supporting Open Evenings and other out of hours school events as and when required or to perform routine system upgrades and general maintenance.</li><li>• A full driving licence and access to a vehicle with business insurance is required.</li></ul>

Watergrove Trust is committed to safeguarding and promoting the welfare of learners and young people and expects all staff and volunteers to share this commitment.

#### **PURPOSE AND OBJECTIVES OF THE ROLE**

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers Pay and Conditions Document.

Teach in accordance with the ethos, organisation and policies of the school as a fully committed member of the teaching team and as detailed in the specific duties below.

### **Safeguarding**

Fulfil responsibilities and obligations in relation to the safeguarding of learners.

To adhere to the Trust rules and regulations relating to the use of IT, e-mail and intranet/internet access.

### **Health/Safety/Welfare**

Responsibility for the safety and welfare of self, colleagues and students in accordance with the Health and Safety Policies of Watergrove Trust, and current legislation.

### **Relationships (not exhaustive)**

Headteacher  
Senior Leadership Team  
Colleagues  
Teaching Staff  
Associate Staff  
Students  
Parents  
Visitors  
Contractors  
Governors /Trustees

### **Organisational Chart**

Headteacher
Deputy Headteacher
SLT
Teacher of Humanities

### **Values and Behaviours**

Our mission is to be ever **“Providing more”** to the communities we serve, to enable life in all its fullness. Our Trust is enabled by a mutual interdependency within which we will always:

- Coach
- Challenge
- Innovate



Watergrove Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.

## **Responsibilities**

The postholder must:

1. Perform his/her duties in accordance with the Equal Opportunities Policy.
2. Ensure that the Trust's commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

## **Principal Duties**

### ***Professional Duties***

In each case having regard for the curriculum for the school:

- To take responsibility for a full time teaching commitment and to plan, monitor and evaluate the work being undertaken;
- To exemplify a good standard of classroom practice which meets the aims and objectives of the school;
- To provide a stimulating classroom environment and to display learners's work to its best advantage;
- To promote the individual development of each child in the class, by assessing and responding appropriately to their work, by planning clear learning objectives which are delivered through appropriate learning activities;
- To identify and support learners with special needs (learners of high ability as well as those with learning, physical or behaviour problems), in accordance with school policy;
- To develop effective communication systems, with other members of staff, to keep informed of information relevant to classroom management, effective teaching and learning and whole-school development
- To lead staff meetings when necessary and to share management responsibilities as directed by Head of School
- To undertake a specialist interest in at least 2 curriculum areas

### **Pastoral**

- To promote and foster the well-being, safety and all round development of the learners;
- To provide guidance and advice to pupils on educational and social matters, including information about sources of more expert advice on specific questions;
- To establish appropriately high levels of expectation, including good standards of behaviour;
- To promote among the learners self-discipline and respect for the environment;
- To make records of and reports on the personal and social needs of pupils;
- To communicate with and consult with the parents/carers of pupils;



- To communicate and co-operate with persons or bodies outside the school and to participate in meetings for any of the purposes described above

### **Assessments and Reports**

- To provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils in accordance with school policy

### **Performance Management**

- To participate in the arrangements for the appraisal of teaching staff each year

### **Review, Further Training and Development**

- To continually review your methods of teaching and programmes of work;
- To participate in arrangements for your further training and professional development as a teacher

### **Educational Methods**

- To advise and co-operate with the Headteacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements

### **Health & Safety**

- To support the school's Health and Safety Policy
- To safeguard pupils when they are on the school premises and when they are engaged in authorised school activities elsewhere

### **Meetings**

- To participate in meetings which relate to communication with parents and/or support agencies;
- To participate in meetings which relate to the school, its curriculum, administration or organisation including pastoral arrangements
- To support PTA meetings and functions

### **Administration**

- To register attendance of pupils and supervise pupils, whether these duties are to be performed before, during or after school sessions;
- To share responsibility for leading assemblies and to lead at least 1 class assembly per term which shares high quality class work with the school and with parent

### **Secondary Duties**

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust.



2. Work collaboratively across departments with colleagues and students to ensure the Academies and Trust operate as effectively as possible to achieve its aims. Develop collaborative working relationships with other managers and colleagues in the Trust.
3. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
4. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns as appropriate.
5. Maintain designated databases/files in accordance with Trust policies for data governance, as appropriate for the role.
6. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder. Prepare and contribute to Trust wide development by sharing best practice and professional feedback.
7. To undertake duties as part of the team rota - To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.
8. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).
9. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
  - a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
  - b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, eg operate safe working practices including both mental and physical wellbeing.
  - c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.
10. To attend and participate in meetings as required.



11. Play a full part in the life of theTrust community, supporting our ethos and values encouraging staff and students to follow this example.

12. Support the Academies and the Trust in meeting our legal requirements for worship.

13. Actively promote the Watergrove Trust corporate policies.

Job Description Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Postholder Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.*



## Watergrove Trust Person Specification

<b>Organisation :</b>	<b>Watergrove Trust</b>	<b>Post:</b>	ECT Teacher of Humanities (Geography)
<b>Section :</b>	Teaching	<b>Grade:</b>	MPS

### **Note to Applicants:**

**Essential Criteria (E)** are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The 'How Identified' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You must include examples from either paid or voluntary work. Do not leave gaps in employment.

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Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview A Assessment
<b>Qualifications</b>		
Qualified Teacher Status and demonstrated suitability for working with learners	E	AF, I
Evidence of commitment to own professional development	E	AF, I
Good standards for literacy and numeracy GCSE Grade C (4 or above) in Maths and English or equivalent	E	AF, I
<b>Skills and Experience</b>		
Training and experience within a secondary setting	E	AF, I
Proven high quality classroom teaching and classroom management across the curriculum	E	AF, I
High standards and high expectations of behaviour	E	AF, I
Proven track record of meeting challenging targets and raising standards	E	AF, I
Excellent knowledge of assessment and accurate levelling of learners's work in core subjects	E	AF, I



Proven track record of using assessment to inform teaching	E	AF, I
Maintains good relationships with learners, staff and parents	E	AF, I
Commitment to working as part of a team	E	AF, I
Enthusiastic with a love of learning	E	AF, I
A caring and positive person	E	AF, I
Good communication skills – written and oral	E	AF, I
Well-organised and pays attention to detail	E	AF, I
Willingness to go the extra mile for our learners	E	AF, I
Self motivated	E	AF, I
<b>Knowledge and Ability</b>		
Understanding of the importance of safeguarding/child protection when working in a school setting	E	AF, I
The ability to adapt practice to meet the needs of all learners	E	AF, I
Ability to use ICT to develop learners's learning and in own planning	E	AF, I
Knowledge of statutory assessment	E	AF, I
Excellent knowledge of and use of Assessment for Learning techniques.	E	AF, I
An understanding and proven commitment to all aspects of equal opportunities	E	AF, I
<b>Special Working Conditions</b>		
Enhanced DBS clearance	E	AF, I
Requirement to undertake First Aid Training and provide first aid cover as necessary	E	AF, I
There may be a requirement for you to work at any of our partnership schools as required	E	AF, I
From time to time you may be expected to work outside normal working hours to participate in duties that are otherwise not indicated in your job description.	E	AF, I

