

## TEACHING STAFF JOB DESCRIPTION

<b>ROLE TITLE</b>	Teacher of Humanities
<b>LOCATION</b>	Breckland School
<b>GRADE / SCALE POINT – SALARY</b>	MPR 1 – UPR 3
<b>REPORTING TO</b>	Head of Faculty

### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. 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

#### MAIN PURPOSE OF THE POST

The main purpose of this role is to make the education of pupils the first concern, and to be accountable for achieving the highest possible standards in work and conduct. To act with honesty and integrity; have strong subject knowledge, keeping your knowledge and skills up-to-date; forge positive professional relationships; and work with parents in the best interests of the pupils.

#### PART ONE: TEACHING

**A teacher must:**

##### **1 Set high expectations which inspire, motivate and challenge pupils**

- establish a safe and stimulating environment for pupils, rooted in mutual respect

- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

## **2 Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

## **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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 literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

## **4 Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- 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**

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- 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
- 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**

- 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- 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**

- 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

### **8 Fulfil wider professional responsibilities**

- 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 teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

### **PART TWO: 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.

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

**The post holder has an important duty to promote and safeguard the welfare of all students and, in doing so, follow the policies and procedures of the school.**

### **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
<b>KNOWLEDGE</b>		
<b>Technical or Specialist</b>	<ul style="list-style-type: none"> <li>NVQ or equivalent in a relevant subject</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of School / Trust Computer systems</li> </ul>
<b>Literacy and Numeracy</b>	<ul style="list-style-type: none"> <li>Secondary education up to GCSE level or equivalent</li> <li>Ability to set out letters / documents and to use grammar correctly</li> <li>Able to carry out basic calculations accurately</li> <li>Computer literate</li> <li>Able to main routine records e.g. school meals, sale of tickets, supplies.</li> </ul>	<ul style="list-style-type: none"> <li>Competent and confident in use and interpretation of databases and spreadsheets.</li> </ul>
<b>Organisational</b>		<ul style="list-style-type: none"> <li>Knowledge of Trust's administrative procedures e.g. ordering / incoming and outgoing post</li> </ul>
<b>Equipment / Materials</b>	<ul style="list-style-type: none"> <li>High level, accurate keyboard skills.</li> <li>Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers</li> </ul>	
<b>Research</b>	<ul style="list-style-type: none"> <li>Able to use the internet effectively for routine research</li> </ul>	
<b>Problem Solving</b>	<ul style="list-style-type: none"> <li>Ability to check stock deliveries accurately</li> <li>Ability to resolve a range of day-to-day problems, using own initiative.</li> <li>Know when it is appropriate to refer upwards</li> </ul>	
<b>Creative Thinking</b>	<ul style="list-style-type: none"> <li>Design and produce documents / advertisements etc</li> </ul>	
<b>Planning</b>	<ul style="list-style-type: none"> <li>Organised and methodical approach to admin tasks</li> <li>Ability to manage and coordinate projects and in-house events</li> </ul>	
<b>Interpersonal and Communication</b>	<ul style="list-style-type: none"> <li>Tact and diplomacy second nature</li> <li>Articulate with a good grasp of the English language</li> <li>Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable</li> </ul>	

	<ul style="list-style-type: none"> <li>• Understanding of the necessity and ability to maintain absolutely confidentiality</li> <li>• Pleasant and helpful telephone and face-to-face manner</li> <li>• Ability to function effectively as part of a team</li> </ul>	
<b>Keyboard</b>	<ul style="list-style-type: none"> <li>• High level keyboard skills</li> </ul>	
<b>Manual Skills</b>	<ul style="list-style-type: none"> <li>• Routine manual handling skills</li> </ul>	
<b>Level of Autonomy</b>	<ul style="list-style-type: none"> <li>• Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time.</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience in teaching relevant subject</li> <li>• Experience of teaching a range of ability</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of collaborative lesson planning</li> <li>• Effective deployment of support staff in the classroom</li> </ul>
<b>Education and Training</b>	<ul style="list-style-type: none"> <li>• Good honours degree in relevant subject area.</li> <li>• Qualified Teacher Status</li> <li>• Relevant evidence of continued professional development</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Able to inspire pupils through effective teaching of the subject</li> <li>• Excellent communication of subject</li> <li>• Ability to use a range of teaching strategies</li> <li>• Understand interests and concerns of children</li> <li>• Able to enthuse children in their learning</li> <li>• Good level of organisation</li> </ul>	
<b>Personal Competencies and Qualities</b>	<ul style="list-style-type: none"> <li>• Positive attitude to use of authority and maintaining discipline</li> <li>• The ability to meet setbacks and opposition with resilience, humour and calmness</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	
<b>Suitability to Work with Children</b>	<ul style="list-style-type: none"> <li>• Enhanced DBS clearance</li> <li>• Medical clearance</li> </ul>	