

Hadrian Learning Trust

JOB DESCRIPTION

Post Title:	Teacher of ICT	Director/Service/Sector :	Children's Services
Band:	UPR / MPR	Workplace:	HMS and QEHS Part of HLT
Responsible to:	Curriculum Leader for ICT	Date:	September 2022
Job Description Ref:	ICT 1	School	Trust role

Responsible for:

Contact with young people: This role requires regular, ongoing and unsupervised contact with young people. This contact is direct and could potentially be on both a, 1:1 and group basis within the workplace. The degree of responsibility for young people is outlined below in the role and responsibilities area of the form.

Job Purpose:

To carry out the responsibilities of a trust subject teacher with regard to the teaching standards, impact on progress and outcomes for your own students, whole school responsibilities and health and safety/safeguarding. In addition, the following responsibilities, outlined below apply to a second in department.

Resources	Staff	The postholder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities
	Finance	Orders and invoices, petty cash.
	Physical	Office equipment, accuracy and security of databases,
	Clients	Internal (Teachers, Other Staff, Pupils) and External (Parents, Visitors, Members of the Public external agencies).

Duties and key result areas:

To assist and support the work of the curriculum leader, school as follows.

1. Teaching

- plan and teach lessons to the classes you are assigned to teach within the context of the departmental plans, curriculum and schemes of work (teaching National Curriculum subjects across the middle and secondary school age ranges).
- participate in arrangements for preparing pupils for internal and external assessments
- direct and supervise support staff assigned to you or the pupils in your classes (e.g. learning support assistants)
- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them



- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of Trust policy and the School Teachers' Pay and Conditions Document

2. Impact on educational progress of own pupils

- work with the curriculum leader to identify targets for achievement for all pupils taught
- monitor pupil progress against targets
- report appropriately to parents on pupil progress
- monitor standards of behaviour and application in line with whole school and department policies
- help plan and implement strategies for improvement
- mark work and provide written feedback to pupils on a regular basis and in line with the whole school framework

3. School

- Participate in professional development activities, maintain and develop expertise, and share this with others;
- Contribute to the development, implementation and evaluation of the school's policies, practices, and procedures in such a way as to support the School's values and vision
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- subject to the relevant paragraph in the School Teachers' Pay and Conditions document 2020, supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so
- deploy any resources delegated to you
- Communicate appropriately with pupils, parents and carers, and other colleagues in school
- Contribute to the wider life of the school either through the school's extra-curricular activity programme and/or by supporting colleagues and students with their work and development
- Attend multi-agency meetings where relevant
- Communicate with relevant staff where necessary regarding support in place for students
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil

Queen Elizabeth High School

Whetstone Bridge Road, Hexham, NE46 3JB
T: 01434 610300 E: admin@qehs.net
www.qehs.net

Executive Headteacher: Graeme Atkins
Head of School: Neil Seaton

Hexham Middle School

Whetstone Bridge Road, Hexham, Northumberland NE46 3JB
T: 01434 602533 E: admin@hexhammiddle.org.uk
www.hexhammiddle.org.uk

Executive Headteacher: Graeme Atkins
Head of School:



- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

4. Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and apply 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 inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

5. Administration

Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

This generic job description will be accompanied by an annual, negotiated plan indicating the priorities and outcomes sought and based on the annual development planning process.

Whole School Responsibilities

- Liaise with parents and outside agencies where necessary to establish an understanding of the wider needs of a student
- Provide advice and guidance where relevant for students seeking support
- Where relevant, liaise with SLT regarding academic support and its implementation
- Provide advice and guidance to staff, pupils and others across the school as necessary
- Comply with and assist with the development of Trust policies. The post holder must carry out his/her duties with full regard to the Trust's Child Protection, Equalities and other relevant policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner and procedures relating to:
 - Safeguarding and Child protection
 - Health and safety - the post holder is required to comply with health and safety policy and systems, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both oneself and others.
 - Data protection
 - Confidentiality and data protection Reporting all concerns to an appropriate person.
- Support the school's policies that ensure equality of opportunity across a range of abilities
- Contribute to the overall ethos of the school and Work in such a way as to promote the ethos and vision of the school.
- Establish constructive relationships and communicate effectively with external agencies
- Attend and participate in regular meetings

- To engage actively in the Appraisal process.
- Participate in training and development as required.
- To undertake First Aider training appropriate with the role and nature of activity.
- To undertake other duties and responsibilities as required commensurate with the grade of the post.
- To undertake any other duty as specified by STPCD not mentioned in the above.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to adopt a professional, courteous demeanour at all times during communication with colleagues, visitors, or students.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Work Arrangements

Transport requirements:	None
Working patterns:	Trust working hours / pattern for teaching staff
Working conditions:	Office and Classroom based

Work Arrangements

Transport requirements:	Required to use own transport to travel within and out-with the County
Working patterns:	Normal work patterns
Working conditions:	Normally indoors; there may be occasions where you would be required to work at Hexham Middle School or other school within the Trust

PERSON SPECIFICATION

Essential	Desirable	Assess by
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Knowledge and Qualifications

<ul style="list-style-type: none"> ▪ The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post. As is an ability to fulfil all spoken aspects of the role with confidence through the medium of English. ▪ Degree in ICT or ICT related subject ▪ DfE recognized teaching qualification such as PGCE or equivalent in Secondary education. 		(a), (t), (g)
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<ul style="list-style-type: none"> Qualified Teacher Status 		
Experience		
<ul style="list-style-type: none"> Recent and relevant experience of teaching ICT at secondary level up to 16, key stage 4. A recent or current PGCE course is sufficient to meet this requirement 		(a), (i), (g)
Skills and competencies		
<ul style="list-style-type: none"> Ability to inspire, motivate and challenge students Ability to plan and teach well structured lessons which achieve outcomes which are at least good and are often outstanding Ability to meet targets for the students in your assigned classes Ability to work closely with a team of teaching colleagues to prepare, resource and teach your subject Ability to communicate effectively with students, parents and colleagues showing respect for others and professionalism at all times Ability to adapt teaching to respond to the strengths and needs of all students 	Ability and willingness to teach to upper key stage 2/3 students across a range of National Curriculum Subjects. Applicants should indicate in their applications other subjects they could potentially offer.	(a), (i), (t)
Physical, mental and emotional demands		
<ul style="list-style-type: none"> Contributes to the wider life of the school An able and dynamic teacher who is willing to contribute positively and imaginatively to this successful school, demonstrating energy and resilience. We are looking for someone with the capacity to develop quickly into a consistently outstanding teacher 	Willingness to contribute regularly to our extensive extra-curricular activities programme	(i)
Other		
<ul style="list-style-type: none"> Willingness to participate in personal and professional development 	Evidence of learning beyond the work place	(a), (i)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.