

## JOB DESCRIPTION

<b>Post title</b>	Teacher of Literacy for Life	<b>Reporting to</b>	Key Stage 3 Leadership Team
<b>Location</b>	Shireland CBSO Academy	<b>Grade</b>	TMS/UPS
<b>Contract type</b>	Permanent	<b>Hours of work</b>	Full Time

### Post Summary

Safeguard and promote the welfare of children and young people and follow school and Trust policies including the staff code of conduct.

- To develop, plan and deliver effective and high-quality learning experiences for all students you teach.
- Be accountable for the learning and achievement of all students you teach.
- To liaise with teaching colleagues across the Academy to support strategic development, share good practice and plan collaborative activities.
- To take the lead for your specialist subject area within the L4L curriculum.
- To actively support and promote the music ethos of the Academy.

### Duties and Responsibilities

#### Teaching and learning

- Working as part of the Key Stage 3 team to plan a curriculum which enables Key Stage 3 students to make rapid progress.
- Encourage the development of key skills needed for effective participation in Academy life, social skills, self-esteem, confidence and learning skills.
- Teach students a range of subjects through a thematic curriculum.
- As part of this process, lead on the development and adaptation of at least one of our Literacy for Life Themes.
- Act as a Form Teacher to develop students' physical, intellectual, emotional, and social needs. Deliver sessions within the Personal Development curriculum.
- Engage with and implement the Academy's literacy strategy.
- Monitor and intervene when teaching to ensure sound learning and discipline.
- Set high expectations for students' behaviour, establishing and maintaining a good standard through well focused teaching and through positive and productive relationships.
- Carry out teaching duties in accordance with the Academy's schemes of work.
- Liaise with colleagues to deliver units of work in a collaborative way.

- Work with teaching assistants, the SENCO and learning mentors as appropriate.
- Set targets for student attainment levels.
- Set work for students who are absent from the Academy.
- Demonstrate good practice and engage with CPD.
- Identify and provide for more able students.
- Participate in the Academy's extra-curricular and enrichment curriculum.
- Support the Academy's music ethos by promoting participation, enrichment and wider partnerships.

### Assessing and reporting

- Record students' attainment and progress.
- Conduct regular subject formative assessment.
- Monitor and track student performance.
- Self-evaluate and monitor your own teacher performance.
- Mark and feedback on work within agreed time span, providing purposeful feedback and targets.
- Provide assessment reports to monitor student progress.
- Liaise with parents and attend consultation days and evenings.

### Standards and quality assurance

- Support the aims and ethos of the Academy to maximise the achievement of all.
- Set a good example in terms of dress, punctuality and attendance.
- Meet deadlines.
- Attend and participate in open evenings and student performances.
- Uphold the Academy's behaviour code and uniform regulations.
- Participate in staff training.
- Attend team and staff meetings.

### Pastoral

- To act as a Form Teacher for students.
- Management and monitoring attendance of students in your form.
- Contact with parents when necessary.
- To effectively support the academic and pastoral needs of each student in the tutor group.
- To be aware of safeguarding issues and to report concerns immediately where they arise.
- To treat all students equally regardless of religion, ethnicity or gender but to be mindful of the different needs, values and beliefs of different groups.

- To use baseline data to track the overall attainment and achievement of students in your tutor group; identify underachievement and work with the Directors of Literacy of Life to ensure intervention strategies are put in place.
- Support and promote student engagement and participation in music.

## **Special Conditions of Employment**

### **Rehabilitation of Offenders Act**

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this post is subject to an enhanced DBS disclosure which confirms the appointee is not on the Children's Barred list being obtained. If you are shortlisted you will be asked to disclose any convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013) – a failure to do so is likely to result in dismissal should it later be discovered. Any information given will be treated entirely as confidential and will be considered only in relation to this application.

Any arrests, convictions cautions or reprimands of relevance, obtained by the jobholder after enhanced DBS clearance has been acquired, must be disclosed to the principal by the postholder. Failure by the postholder to do so, or the obtaining by the postholder of a relevant conviction caution or reprimand, may be managed in accordance with Trust Disciplinary Procedure.

### **Equality and Diversity**

Shireland Collegiate Academy Trust is committed to developing, maintaining and supporting a culture of equality and diversity across all aspects of the Trust's work. As such, it is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. This Duty requires the Trust to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age gender, race and faith, and people who do not share them. Staff and volunteers are required to treat all people they encounter with dignity and respect and are entitled to expect this in return.

### **Training and Development**

The Trust has a shared responsibility with the postholder for identifying and satisfying training and development needs. The postholder is expected to actively contribute to their own continuous professional development and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting their safeguarding and general obligations.

### **Mobility**

The postholder may also be required to work at other establishments of the Shireland Collegiate Academy Trust, whether current or future, either on a temporary or permanent basis, as the Trust may reasonably require for the proper performance and exercise of your duties. There is an expectation of reasonable travel in connection with job role.

### **Amendments**

This job description may be subject to review and / or amendment at any time to reflect the requirements of the role. Amendments will be made in consultation with any existing postholder and will be commensurate with the grade for the job. The postholder is expected to comply with any reasonable management requests.