POST:	**Teacher**
RESPONSIBLE TO:	**Subject Lead / Senior Leader of relevant area**
GRADE:	**Main Scale / Upper Pay Range**
WORKING WEEKS	**195 days**
CORE PURPOSE:	**Main Pay Range** Will deliver high-quality teaching and learning to secure the progress and achievement of all pupils. They will contribute to the wider life of the school through pastoral responsibilities, including being a form tutor, PSHE delivery, and participation in enrichment activities. The postholder will demonstrate professionalism, uphold the school's values, and engage in ongoing professional development. Subject-specific training may be required depending on the curriculum area **Upper Pay Range** Is an experienced, expert practitioner who consistently makes a sustained and substantial contribution to the school. They will model exemplary classroom practice, lead aspects of curriculum and pedagogical development, coach and mentor colleagues, and contribute to school improvement beyond their own classroom. They will also undertake pastoral responsibilities including form tutor duties, supporting PSHE, and contributing to enrichment activities. Subject specific training or qualifications may be required depending on the curriculum area.

Core Duties

Teaching, Learning and Assessment

1. Plan and deliver high-quality lessons that are well structured, engaging and appropriately challenging for all learners.
2. Ensure teaching reflects curriculum intent and incorporates effective pedagogy, modelling, explanation and scaffolding.
3. Use assessment effectively to check understanding, adapt teaching and inform planning.
4. Mark, assess and give feedback in line with school policy, ensuring pupils understand how to improve.
5. Use data to monitor pupil progress, identify underachievement and implement timely interventions.

6. Maintain high expectations for all pupils, including SEND, LAC/PLAC, EAL, disadvantaged and the most able.
7. Undertake any necessary subject-specific training to maintain high-quality delivery.

Upper Pay Range

8. Model highly effective teaching and learning, demonstrating exemplary classroom practice that secures excellent outcomes for pupils.
9. Lead by example in planning and delivering lessons that are innovative, engaging and appropriately challenging.
10. Use assessment intelligently to inform planning, ensure stretch, and support pupils with gaps or misconceptions.
11. Provide high quality feedback that consistently improves pupil progress and independence.
12. Demonstrate deep subject knowledge and keep abreast of national curriculum developments and assessment changes.
13. Provide subject-specific support or training for colleagues as required.

Curriculum Responsibilities

14. Contribute to the development, review and improvement of schemes of learning within the department.
15. Ensure curriculum delivery meets statutory requirements and reflects best practice in the subject.
16. Integrate reading, literacy, numeracy and digital skills where appropriate.

Upper Pay Range

17. Lead or contribute to the development and refinement of schemes of learning and assessment strategies.
18. Drive improvements in curriculum quality and coherence across the subject area.
19. Support colleagues in embedding cross curricular skills, such as literacy, numeracy and digital competency.
20. Take responsibility for specific curriculum projects, pilot initiatives or resource development.

Classroom Culture and Behaviour

21. Maintain an orderly, purposeful and safe classroom environment.
22. Apply the school's behaviour policy consistently to promote high standards of conduct.
23. Build positive relationships with pupils and foster an inclusive, respectful learning atmosphere.
24. Promote high standards of attendance, punctuality and engagement.

Upper Pay Range

25. Demonstrate exemplary behaviour management and support colleagues in developing their own practice.
26. Foster a highly positive, inclusive and ambitious classroom culture.
27. Work proactively to support whole school approaches to behaviour, attendance and inclusion.

Pastoral Responsibilities

28. Fulfil the role of form tutor, supporting the wellbeing, attendance and engagement of pupils within the tutor group.
29. Act as first point of contact for routine pastoral matters with parents and carers.
30. Deliver PSHE lessons as required, following the school curriculum and statutory guidance.
31. Support pupils in developing confidence, resilience and social awareness.
32. Contribute to enrichment activities, clubs, trips and whole-school events that enhance pupils' cultural capital.

Upper Pay Range

33. Support colleagues in the planning or delivery of PSHE where appropriate

Professional Responsibilities

34. Engage fully in CPD opportunities to improve subject knowledge, pedagogy and practice.
35. Participate in performance management processes, setting goals and reflecting on progress.
36. Work collaboratively with colleagues to share resources and support departmental aims.
37. Support the work of teaching assistants and other adults within the classroom.

Upper Pay Range

38. Take a proactive role in school improvement initiatives, contributing expertise beyond own teaching groups.
39. Lead small scale projects or areas of development within the department or wider school.
40. Model and promote evidence informed practice.

Coaching, Mentoring and Collaboration (Upper Pay Range)

41. Mentor ECTs, trainee teachers, or colleagues requiring additional support.
42. Share effective practice and contribute to building pedagogical excellence across the school.
43. Lead or deliver CPD sessions where appropriate.

Continuous Professional Development

44. Demonstrate sustained engagement with professional learning and reflective practice.
45. Contribute to departmental and whole school training, bringing insights from research or subject networks.

Safeguarding and Welfare

46. Uphold statutory safeguarding responsibilities and follow all school procedures.
47. Report concerns promptly to the Designated Safeguarding Lead (DSL).
48. Foster an environment where pupils feel safe, respected and supported.

General

49. Act as a positive, professional role model for staff and pupils.
50. Ensure that you work in line with all the Academy/Trust policies and procedures and ensure that you are aware of your obligations under these.
51. Behave according to the Trust Code of Conduct and ensure that you are aware of your obligations and responsibilities re: conflicts of interest, gifts, hospitality and other matters covered by the Code.
52. To comply with health and safety policies, organisational statements and procedures, report any incidents / accidents/ hazards and take a pro-active approach to health and safety matters in order to protect yourself and others.
53. You are required to safeguard and promote the welfare of children/students for whom you have responsibility, or with whom you come into contact, to include adhering to all specified procedures.
54. This post is deemed to be a 'Customer Facing' role in line with the definition of the Code of Practice

Longfield Acedmy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. This post is subject to a satisfactory enhanced DBS check.

This job description may be reviewed at the end of the academic year (or earlier if necessary) and can be amended after consultation with the post holder.

Date: November 2026

PERSON SPECIFICATION
Teacher

A Application Form including letter of application

S Selection process including Teaching Exercise

R Employment references

C Certificates

D Enhanced Disclosure & Barring Service Criminal Check

	Criteria	Essential / Desirable	Stage Identified
	Qualifications & Education		
1.	Graduate in relevant subject with Qualified Teacher Status	E	A, C
2.	Well-structured supporting letter indicating beliefs and understanding of important educational issues	E	A
3.	Commitment to and track record of CPD relevant to subject areas	E	A, R
	Experience & Knowledge		
5.	Evidence of being at least a consistently 'good' practitioner at KS3 & KS4	E	A, R
6.	Up to date, excellent knowledge in subject, national and local policy, pedagogy and classroom practice	E	A, S
7.	Track record of embracing innovation	E	A, R
8.	Understanding of assessment techniques and the ability to plan these into SOW's	E	S, R
9.	Understanding of competency-based curriculums in-line with assessment techniques and the ability to develop them	E	A, S, R
10	Experience in planning assessment strategies in line with desired outcomes	E	A, S, R

	Skills		
11.	Ability to coach/mentor, support and challenge pupils	E	S, R
12.	Demonstrable ability to work effectively in a wide range of partnerships to achieve school improvement	E	S, R
13.	Demonstrable ability to track and analyse data effectively and draw appropriate conclusions	E	S
14.	Ability to monitor and evaluate and subsequently formulate action plans with clear next steps	E	S
15.	Commitment to raising standards and achieving the highest standards of achievement for young people	E	A, S
16.	Ability to use ICT effectively in the classroom and to support learning	E	A, S
	Personal Attributes		
17.	Commitment to own professional development and willingness to undertake training	E	S
18.	Ability to think creatively and develop innovative solutions	E	S
19.	Ability to initiate and manage change	E	S
20.	Flexible and positive approach to tasks	E	S, R
21.	High level of personal effectiveness including organisational and communication skills	E	S, R
22.	Self-motivated and enthusiastic	E	S, R
23.	Ability to demonstrate enthusiasm and sensitivity while working with others	E	S, R
24.	Ability to hold others to account	E	S, R
	Special Requirements		
25.	Ability to form and maintain appropriate relationships and personal boundaries with children	E	D
26.	Suitability to work with young people	E	D
27.	The ability to communicate at ease and provide advice in accurate spoken English	E	S

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments are subject to satisfactory references.

Last Reviewed: January 2026