



Subject Teacher: Job Description & Person Specification



Queen Elizabeth's High School

Main Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with QEHS' policies and ethos under the direction of the Headteacher.

Key Functions

- Take responsibility for the progress and learning of students determined on an annual basis by the Headteacher and in accordance with the duties listed in this document.
- Carry out the professional duties covered by the latest School Teachers' Pay and Conditions document. The postholder will be expected to undertake duties in line with the Professional Standards for Qualified Teachers.
- Teach students, and ensure that planning, preparation, recording, assessment, and reporting meet their varying learning and social needs.
- Maintain the positive ethos and core values of QEHS both within the school and across the wider community.

Specific Responsibilities

- Teach students as directed through the line management structure of the school.
- Attend relevant INSET/CPD opportunities and keep up with current educational thinking and practice.
- To work with the multi-disciplinary team.
- Support in the development and delivery of a curriculum area.
- Demonstrate a high standard of classroom management and practice and teach within the framework of QEHS' policies and guidelines paying particular attention to equal opportunities and behaviour management.
- Implement the school's positive Behaviour for Learning (B4L) strategies in accordance with the behaviour management policy.
- Implement agreed policies and guidelines.
- Support implementation of whole school initiatives.
- Assess student achievement and plan for future learning to secure progress.
- Plan appropriately to meet the need of all students, including those with SEND or who are GMAT, through the differentiation of tasks.
- Keep appropriate and efficient records, integrating formative and summative assessment into planning.
- Work with subject leaders and other colleagues to track the progress of individual students and intervene where progress is not being made.
- Deploy as appropriate any support staff within the classroom to maximise their impact with students and their learning.
- Demonstrate excellent classroom practice.
- Plan for, organise and maintain a stimulating classroom Environment for Learning (E4L) appropriate to the needs, age, and level of development of the students in order to facilitate students learning.

- Be responsible for safeguarding the health and wellbeing of students, actively promote the development of personal and social skills and provide emotional support in a way that accords with the students' age and level of development.
- Engage in and maintain a dialogue with parents/guardians, therapists and other professionals about teaching and learning and the progress of students in allocated classes.
- Participate in and engage with school activities, meetings, discussions, and management systems as part of the statutory 1265 hours of directed time.
- Report to parents/guardians on the development, progress, and attainment of students.
- Make effective use of ICT to enhance teaching and learning.
- Work with school leaders to implement the School Improvement Plan.
- Work with subject leaders to produce and contribute to Department Development Plans.
- Promote the vision, values, culture, and Learner Standards of QEHS in all aspects of work with students, work colleagues, parents/guardians, and visitors.
- Positively promote QEHS and celebrate its success at every opportunity.
- Comply with and actively implement QEHS policies regarding Health & Safety, Equal Opportunities, Safeguarding and Behaviour Management.
- Participate in ongoing professional development through engagement with both in-house and external INSET.
- Maintain an up-to-date knowledge of the curriculum, Schemes of Learning, and examination specifications.
- Contribute to the development, review and revision of Schemes of Learning as directed.
- Work with colleagues to identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught through Quality First Teaching.
- Assist in monitoring and evaluating planning, quality of teaching and student progress in the allocated curriculum area.
- Participate in and support Performance Development through an annual target setting and review process.
- Carry out other tasks as reasonably requested by the Headteacher.

PERSON SPECIFICATION

We are dedicated to appointing the best possible candidate for the position of teacher at Queen Elizabeth’s High School.

The successful candidate will have the ability to motivate and inspire those that they work with, break through the barriers of expectations, and harness all opportunities to create a climate of success and achievement for all.

Teachers at Queen Elizabeth’s High School aim to make a difference. They are ready to deliver Quality First Teaching and bring a wealth of innovative and outstanding pedagogic approaches to their craft in order to meet the needs of all learners. Teachers at QEHS are approachable and consistent; they give and earn respect from our students, colleagues, and parents/guardians alike.

| PERSON SPECIFICATION | Essential | Desirable | Evidenced in |
|--|-----------|-----------|--|
| Education and Qualifications | | | |
| Qualified Teacher Status | | ✓ | <ul style="list-style-type: none"> • Application • Interview • References |
| Evidence of Continuous Professional Development | | ✓ | <ul style="list-style-type: none"> • Application |
| Experience | | | |
| Proven ability as an excellent Classroom Teacher | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Proven ability and knowledge within your subject specialism | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Knowledge and Skills | | | |
| Professional knowledge of what constitutes high quality first teaching and learning | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Professional understanding of inclusion and strategies to engage and to meet the needs of all learners | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Professional understanding of safeguarding within a school setting | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Ability to write reports, keep accurate records and communicate effectively | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Effective organisational skills | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Ability to work well with a range of stakeholders, including parents/guardians and other professionals | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Ability to use a positive approach to promote learning and excellent behaviour | ✓ | | <ul style="list-style-type: none"> • Application • Interview |
| Confident and competent in the use of ICT | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Understanding of curriculum and assessment of student progress | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |

| | Essential | Desirable | Evidenced in |
|---|-----------|-----------|--|
| Understanding of cross-curricular teaching | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Understand procedures and legislation relating to confidentiality | ✓ | | <ul style="list-style-type: none"> • Application • Interview |
| Personal Attributes | | | |
| Resilience, the ability to work under pressure and be able to meet deadlines | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Proven ability to prioritise workloads | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Ability to work effectively and supportively within a team | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Excellent communication and organisational skills (including written and oral skills) | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| A commitment to safeguarding and promoting the welfare of students and young people | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Ability to work creatively and collaboratively | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Demonstrably professional, honest, and loyal | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Ability to make and justify difficult decisions | ✓ | | <ul style="list-style-type: none"> • Application • Interview |
| Commitment to our students and their learning, wellbeing, and safety | ✓ | | <ul style="list-style-type: none"> • Application • Interview |
| Committed to equality | ✓ | | <ul style="list-style-type: none"> • Application • Interview |
| Ability to establish rapport and respectful and trusting relationships with students, their families, guardians, and other adults | ✓ | | <ul style="list-style-type: none"> • Application • Interview • References |
| Able to build and maintain successful and purposeful professional relationships | ✓ | | <ul style="list-style-type: none"> • Application • Interview |
| Passionate about teaching and learning | ✓ | | <ul style="list-style-type: none"> • Application • Interview |
| Open-minded, self-evaluative and adaptable to changing circumstances and new ideas | ✓ | | <ul style="list-style-type: none"> • Application • Interview |
| Willingness to be involved in the wider life of QEHS through extra and co-curricular opportunities | ✓ | | <ul style="list-style-type: none"> • Application • Interview |
| Bring personal interests and enthusiasm to the QEHS community | ✓ | | <ul style="list-style-type: none"> • Application • Interview |