

**TEACHING STAFF
JOB DESCRIPTION**

ROLE TITLE	Teacher of MFL
CONTRACTED HOURS	
LOCATION	Newmarket Academy
GRADE / SCALE POINT – SALARY	MPR/UPR
REPORTING TO	Head of MFL

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

General Teaching Responsibilities

1. Engage in identifying and implementing the priorities of the Academy Improvement Plan, participating fully in Academy self-evaluation.
2. Comply with and uphold the policies of the Academy.
3. Fully understand and comply with the Academy's policy on safeguarding. Remain alert to students' pastoral needs and provide support, in conjunction with Academy's SENCo and Learning Support Assistants (LSAs);

4. Proactively uphold the Academy's behaviour policy establishing class rules and setting out clear and fair sanctions in accordance with the Academy's systems; high standards of behaviour should be expected at all times.
5. Work as part of the Academy's teaching team and actively behave as a team member to support colleagues.
6. Oversee and work closely with LSAs, setting out tasks appropriate to the assistant's role and ability; supervise the work of support staff, students and voluntary helpers as required.
7. Ensure that the learning spaces provide a welcoming and stimulating environment to students and adults. Classrooms will be vibrant, well organised and serviceable. Work should be attractively displayed and be clearly and appropriately labelled.
8. Make effective use of PPA time to raise standards.
9. Lead assemblies as required.
10. Play an active role in the full life of the Academy.

Specific Responsibilities

Class / Subject Teacher:

1. Teach the designated class / subject group(s), implementing agreed planning, assessment and target setting; work with others to provide Curriculum Enrichment for students.
2. Plan students' work to provide an inclusive and personalised curriculum which meets the needs of the students, including those with Special Needs and those who are Able, Gifted and Talented.
3. Carry out regular assessment, recording, monitoring and record keeping according to Academy policies, maintain appropriate records which monitor the progress of the students; mark students' work regularly in accordance with the Academy's marking policy.
4. Develop home-Academy links with parents/guardians of students in the class / subject group(s);
5. Complete termly and half-termly assessment records for the class / subject group(s), using the Academy's systems, including preparation of Student Progress Reports for presentation to the Principal, Senior Leadership Team and Governing Body, as appropriate.
6. Complete student reports for presentation to parents (academic report and the achievement, effort and social report); meet students' parents at parent evenings, 3 times per year;
7. Manage and monitor the work of other adults in the classroom (including volunteers);
8. Liaise closely with the SENCo regarding the learning needs of students;
9. Liaise closely with the Designated Teacher for Safeguarding regarding students' welfare needs.

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
Qualifications	<p>Second class degree or higher in relevant subject area.</p> <p>Relevant Teaching Qualification.</p> <p>English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills</p>	
Experience and Knowledge	<p>High levels of secondary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum.</p> <p>Evidence of positive impact on pupil outcomes in the relevant Year group(s);</p> <p>Evidence of successful leadership of a project or initiative.</p> <p>Evidence of effective team working.</p>	Evidence of CPD in the subject area.
Key Skills and Attributes	<p>Positive disposition to implementing the Academy's educational vision.</p> <p>Willingness to work across the Trust's secondary Academies to secure high attainment for all children in the relevant Year / Subject Group(s) Key Stage(s).</p>	
Leadership	<p>Ability to promote and ensure the Academy / Trust vision is understood and acted upon by individuals in their team.</p> <p>Understanding of the management of change processes.</p> <p>Ability to maintain a consistent and continuous focus on pupil achievement.</p> <p>Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for the designated Year / Subject group(s) Key Stage(s) pupil outcomes.</p>	
Other Qualities	<p>Able to develop genuine, empathetic relationships with young people.</p> <p>High personal standards in terms of attendance, punctuality and meeting deadlines.</p> <p>High level of personal organisation skills.</p> <p>Good communication skills, both written and spoken.</p>	

	<p>Solution focused disposition and a positive attitude particularly to challenge and change.</p> <p>Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all students.</p> <p>Positive disposition towards inclusion of all students including those with learning difficulties in mainstream learning and education.</p> <p>Able to work as part of a broader inclusion and pupil support system.</p> <p>Ability to work as a team player and supportive of team working.</p> <p>Ability and willingness to develop own understanding and capability through advice and training.</p> <p>Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency.</p> <p>Understanding of the principles of accountability and quality assurance to achieve best possible student outcomes.</p>	
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