TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Subject Teacher
LOCATION	Breckland School, flexible across the Trust
GRADE / SCALE POINT – SALARY	MPR/UPR
REPORTING TO	Head of Faculty

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 Unity Schools Partnership "the Trust") at all times;
- Nurturing students' passions and interests and stimulating their intellectual curiosity;
- Continuously raising students' 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 students;
- Ensuring high outcomes for a cohort of students
- Intentionally developing Students' Leadership Awards Skills;
- Actively supporting and promoting Student voice;

All teachers are required to meet the national standards for teachers according to their role. In addition, teachers on the Upper Pay Range are required to continue to meet the relevant standards and show sustained and substantial improvement.

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.

To act with honesty and integrity; have strong subject knowledge, keeping your knowledge and skills upto-date; to be a self-critical and reflective educator; forge positive professional relationships; and work with parents in the best interests of the pupils.

KEY TASKS & RESPONSIBILITIES

PART ONE: TEACHING A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish 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 involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and wellbeing.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions o showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The post holder has an important duty to promote and safeguard the welfare of all students and, in doing so, follow the policies and procedures of the school.

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

SUBJECT TEACHER

CRITERIA	ESSENTIAL	DESIREABLE
Qualifications	• Second class degree or higher • Relevant Teaching Qualification • English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level) • ICT QTS accreditation test level or European Computer Driving License (ECDL)	•
Experience and Knowledge	• High levels of secondary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum; • Evidence of positive impact on pupil outcomes in the relevant Year / Subject group(s); • Evidence of successful leadership of a project or initiative; • Evidence of effective team working.	• Minimum 6 years post qualification teaching experience.
Literacy and Numeracy	• Ability to read and understand instructions • Ability to complete basic paperwork	
Organisational		• Knowledge of school policies and procedures
Key Skills and Attributes	• Positive disposition to implementing the Schools' educational vision; • Willingness to work across the Trust's secondary schools to secure high attainment for all children in the relevant Year / Subject Group(s) / Key Stage(s).	
Leadership	• Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team • Understanding of the management of change processes • Ability to maintain a consistent and continuous focus on pupil achievement • Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for the designated Year group(s) Key Stage(s) / Subject(s) pupil outcomes.	

Other Qualities	• Able to develop genuine, empathetic relationships with young people • High personal standards in terms of attendance, punctuality and meeting deadlines • High level of personal organisation skills • Good communication skills, both written and spoken • Solution focused disposition and a positive attitude particularly to challenge and change • Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils • Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education • Able to work as part of a broader inclusion and pupil support system • Ability to work as a team player and supportive of team working • Ability and willingness to develop own understanding and capability through advice and training • 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 • Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes	