Testbourne Community School

Job Description

Job Profile: Teacher of Modern Foreign Languages (French & Spanish)
Reports to: Head of Department
Location: Testbourne Community School, Whitchurch, Hampshire

Function of the post

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

PART 1 You are required to carry out the duties of a schoolteacher as set out in the relevant paragraphs of the current School Teachers' Pay and Conditions document.

PART 2 The post requires you to teach students in the age range 11-16.

PART 3 You are required to carry out such particular duties which form part of the relevant sub-paragraphs and paragraphs of the School Teachers' Pay and Conditions document as the Headteacher may reasonably direct from time to time.

In addition, you are required to undertake the following responsibilities within the framework of the School Policy, LA and National regulations.

To exercise the authority delegated from the Headteacher to ensure that all aspects of the Job Description are effectively delivered within the terms of the School Teachers' Pay and Conditions document and to be accountable for each aspect to the appropriate colleagues as detailed below.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge students
   - establish a safe and stimulating environment for students, rooted in mutual respect
   - set goals that stretch and challenge students of all backgrounds, abilities and dispositions
   - demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2. Promote good progress and outcomes by students
   - be accountable for students' attainment, progress and outcomes
   - be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
   - guide students to reflect on the progress they have made and their emerging needs
   - demonstrate knowledge and understanding of how students learn and how this impacts on teaching
   - encourage students 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 students' 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 students 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 students
   - know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
   - have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
   - have a clear understanding of the needs of all students, 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 students' progress
   - use relevant data to monitor progress, set targets, and plan subsequent lessons
   - give students regular feedback, both orally and through accurate marking, and encourage students 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 students' needs in order to involve and motivate them
   - maintain good relationships with students, 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 students' achievements and well-being.

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 students 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 students' 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 students' 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.

Position held: MPR Teacher of Modern Languages (French & Spanish)

Expected - Tasks, expectations & accountabilities for the role at Testbourne Community School

LEADERSHIP AND MANAGEMENT

- Be highly competent in managing the behaviour and learning of own classes.
- Create a positive, exciting and stimulating environment focused on learning.
- Make a strong contribution to the department, year group and whole school staff teams.
- Efficiently, appropriately and effectively deploy support staff to improve teaching, learning and behaviour.
- Build very positive working relationships with students, colleagues, parents and members of the community.

PROFESSIONAL EXPECTATION & DEVELOPMENT

- Keep up to date with new pedagogy, new technologies, curriculum initiatives and their use and impact to enhance learning within your subject area.
- Ensure lessons are properly planned and that planning is maintained and recorded.
- Be responsible for all aspects of your classroom its contents and its surrounding area.
- Be responsible for health and safety in the work place and promptly report defects, accidents or near misses.
- Contribute to the appropriate section of the School Development Plan, meeting agreed timescales and success criteria.
- Manage learning resources within the classroom including issue and return and ensure that all resources are looked after.
- Represent the department, as advised, on the appropriate working groups and/or Area Consortium groups.
- Attend all relevant meetings.
- Recognise that students at TCS are of high ability and consistently and effectively use information about prior attainment to set well-grounded expectations for students.
- Monitor progress to give clear and constructive feedback.

NOTE 1	The days are to be specified by the Headteacher under paragraph 51.2 - 51.3 of the School Teachers' Pay and Conditions document and the hours allocated by the Headteacher under paragraph 51.4 - 51.12 of the School Teachers' Pay and Conditions document shall be the subject of a separate statement issued by the Headteacher.
NOTE 2	The job description may be reviewed at the end of the Academic Year or earlier if necessary. In addition it may be amended at any time after consultation with you.

NOTE 3	The school timetabled day is between the times of 8.30 am and 5.00pm. Teachers will be required to fulfil their 1265 hours within the range of the school day, along with additional parents' evenings and other events, that may vary on an annual basis and be notified via the directed time budget and school calendar.
NOTE 4	Additional non-contact periods above the school's usual allocation may be used for cover periods in excess of 38 hours.
NOTE 5	Provision is made within directed time for a meeting every week. Although these do not necessarily take place every week, staff should ensure they are available for all directed time as required.