



*The Hertfordshire & Essex High School  
and Science College*



## JOB DESCRIPTION

**Job title:** Teacher  
**Reports to:** Subject Leader  
**Contract Type:** Full time, permanent  
**Location:** The Hertfordshire & Essex High School  
**Date:** January 2023

### Main Purpose of the Role

The main purpose of a teacher is to ensure the effective learning of students being taught. Teachers are also required to contribute to the wider success of their faculty and the school. All teachers are allocated a designated form group and they are responsible for providing effective pastoral care to their form to support their learning. They are also required to contribute and be involved in extra-curricular activities and the wider life of the school community.

### Duties and Responsibilities

#### Set high expectations which inspire, motivate and challenge students by:

- Establishing a safe and stimulating environment for students, rooted in mutual respect
- Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrating consistently the positive attitudes, values and behaviour which are expected of students

#### Promote good progress and outcomes by students by:

- Being accountable for the attainment, progress and outcomes of the students you teach (alongside other teachers where applicable)
- Being aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- Contributing to the attainment, progress and outcomes of the students in your tutor group
- Guiding students to reflect on the progress they have made and their emerging needs
- Demonstrating knowledge and understanding of how students learn and how this impacts on teaching
- Encouraging students to take a responsible and conscientious attitude to their own work and study

#### Demonstrate good subject and curriculum knowledge by:

- Having a good knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject(s), and addressing misunderstandings

- Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship and research
- Demonstrating an understanding of and taking responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

### **Plan and teach well-structured lessons by:**

- Imparting knowledge and developing understanding through effective use of lesson time
- Promoting a love of learning and children's intellectual curiosity
- Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflecting systematically on the effectiveness of lessons and approaches to teaching
- Contributing to the design and provision of an engaging curriculum within the relevant subject area(s), including PSHEE

### **Adapt teaching to respond to the strengths and needs of all students by:**

- Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support students' education at different stages of development
- Having 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 and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage, support and challenge them

### **Make accurate and productive use of assessment by:**

- Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Making use of formative and summative assessment to secure students' progress
- Using relevant data to monitor progress, set targets, and plan subsequent lessons
- Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback

### **Manage behaviour effectively to ensure a good and safe learning environment by:**

- Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Managing 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
- Follow agreed health and safety procedures for the subject/faculty area

### **Contribute to self-evaluation by:**

- Contributing to the completion of the current school evaluation processes as required
- Assisting the Subject Leader to complete relevant sections of the school's Annual Development Plan
- Taking part in lesson observations to share good practice and as part of the school's self-evaluation practice
- Participating in faculty reviews as required

### **Professional development and performance appraisal:**

- Attend all CPD days and training as required (occasionally this might involve a minimal amount of additional directed time, but this will be well within the directed time allowance)
- Review own professional development and identify training needs
- Take part in the school's performance appraisal programme and be committed to improving own practice
- Have a creative and constructively critical approach towards innovation, being prepared to adapt practice where benefits and improvements are identified
- Act upon advice and feedback and be open to coaching and mentoring

### **Budgets/Resources:**

- Work with managers to identify resource needs and contribute to the effective and economic management of resources
- Keep subject and form rooms tidy and have effective displays

### **Fulfil wider professional responsibilities by:**

- Make a positive contribution to the wider life and ethos of the school
- developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploying support staff effectively as required
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicating effectively with parents with regard to students' achievements and well-being
- Contributing to the school's extra-curricular and enrichment programme
- Sharing in the celebration of success of students for whom a teacher has pastoral responsibility
- Contributing to, and supporting students to contribute to the school's news communications, including the submission of photos; in addition to contributions for any trips organised

### **Other responsibilities:**

- Teachers are expected to demonstrate consistently high standards of personal and professional conduct and are expected to abide by school policies and the expectations outlined in the Department for Education's teachers' standards guidance

- Staff may be asked to undertake occasional other, reasonable tasks at the request of their line manager
- The school is committed to the safeguarding of children and all teachers are required to understand and follow any safeguarding policies and procedures that are in place

## PERSON SPECIFICATION

### Qualifications

- A good undergraduate degree in chosen subject
- Qualified Teacher Status
- Evidence of recent professional development

### Experience

- Relevant professional experience teaching the National Curriculum
- An experienced classroom practitioner with a track record of delivering engaging teaching and learning that creates a love for learning, develops children's intellectual curiosity and produces the best possible outcomes for students
- Experience of planning, delivering, monitoring and evaluating lessons and learning as part of a school curriculum
- Experience using a range of engaging teaching methods, including ICT resources
- Experience working with students with special educational needs

### Skills and Abilities

- An in depth knowledge of and passion for subject that is being taught
- An understanding of and ability to apply classroom management techniques
- Ability to stretch the most able pupils, whilst also ensuring the curriculum is accessible to all
- A comprehensive understanding of the National Curriculum
- A solid understanding of the principles of child development and learning processes and in particular barriers to learning
- Proficiency in the use of ICT and the software programs used in schools and an understanding of how ICT can be used effectively to motivate children to learn
- Ability to create a fun, challenging and effective learning environment
- Effective communication skills
- Highly organised and calm under pressure
- Sensitive, caring and responsive to the needs of young people
- Flexible and adaptable to the needs of the role

### Other Requirements

- A commitment to safeguarding children
- A commitment to the school's mission and vision
- Strives for the highest possible standards at all times

- Resilient and positive and willing to go the extra mile
- A willingness to make a positive contribution to the school community

This job description is not intended to be a comprehensive definition of a post. It may be subject to modification or amendment, in consultation with the post holder, to meet the changing needs of the school.