



Job Description

Position Title	Teacher		
Location	South Molton Community College (SMCC)		
Reporting to	Head of Department/Subject		
Responsible for Staff	None.		
Salary	UQT/MPR/UPR	TLR	None.
Date of Job Description	September 2024		

Purpose

This job description provides details of the professional responsibilities and expectations for classroom teachers and teaching cover staff employed under Burgundy Book terms and conditions. This excludes Cover Supervisors employed under NJC/Green Book terms and conditions. The requirements set out herein are written consistent with Teachers Standards [Teachers' standards - GOV.UK \(www.gov.uk\)](http://www.gov.uk) and the School Teachers Pay and Conditions Document (STPCD) [School teachers' pay and conditions - GOV.UK \(www.gov.uk\)](http://www.gov.uk) which is reviewed annually.

Main Responsibilities of Role

- To implement and deliver an appropriately broad, balanced, relevant, differentiated curriculum for students, and support a designated curriculum area as appropriate.
- To teach highly effective lessons, support students and monitor students' progress, in order to continue to drive up levels of student achievement within the College.
- Ensure that all teaching takes place within the framework of the college aims.
- Setting objectives, preparing curriculum plans/schemes of work and good quality learning materials appropriate to the needs of individuals.
- Using a variety of teaching and learning techniques, to include class discussion, questions and answer, group and individual simulation and re-enforcement, brain-storming, resource based learning, practice and experimental work, modelling, I.T. etc
- Setting and marking class homework and general homework within the SMCC college policy.
- Keep a class register and records of work.
- Setting planned work when absent.
- Ensuring high standards of student work and behaviour in the classroom and adjacent corridors.

- The identification of under-achieving students and the development of appropriate strategies to meet their needs.
- To provide, facilitate and encourage a learning experience, which provides students with the opportunity to achieve their individual potential.
- To share and support the College's responsibility to provide opportunities for students' personal and social development.
- To develop own practice and work to the 'Teachers' Standards' DfE, alongside an on-going drive to reinforce the vision and values of the College.
- Completion of such other duties or development work which may from time to time arise.
- This Job description relates to all teachers, qualified and unqualified.

Specific Functions

Teaching and Learning

1. To provide a high-quality learning experience for students which meets internal and external quality standards, including the requirements of Teachers Standards.
2. To assist in the development of strategies for Teaching and Learning in the department aimed at meeting the diverse nature of preferred learning styles among our students.
3. To ensure lessons are adequately resourced within college financial constraints and to report/discuss resource requirements with the Curriculum Team Leader.
4. To plan differentiated lessons, which provide for the needs of High Achieving and Talented students and students with Special Educational Needs.
5. To refer special needs issues in classes to the school's SENDCo.
6. To set homework regularly.
7. To keep a register of student attendance in lessons and report on attendance issues in line with College policy.
8. To manage behaviour of students in lessons in line with published College policy and to encourage good practice among our students with regard to punctuality, behaviour and standards of work.
9. Important: There may be specific additional department-specific expectations in addition to those set out above. For example, taking the lead on Music, Drama and general performing arts events, which may be outside school hours and take place in the community away from site. This also applies to PE fixtures.
10. To ensure classrooms and teaching spaces are kept tidy, presentable, and professional in appearance. This includes teachers' desk(s) and classroom store room(s).

Assessment

1. To assess students' classwork and homework regularly in line with department and College policy and maintain records of those assessments.
2. To provide data in line with the published College calendar.
3. To undertake assessments for external purposes, such as the provision of KS3 Teacher Assessments in line with curriculum area and College policy and in line with external and examination board requirements.
4. To produce reports on students taught.

Curriculum

1. To assist in the selection and development of appropriate course syllabuses and programmes of study.
2. To assist in the ongoing curriculum area process of curriculum development.
3. To ensure that schemes of work and lesson plans include opportunities for students to experience learning activities which enable them to develop Personal, Learning and Thinking Skills, Functional Skills and the access cross-curricular dimensions including Citizenship, Enterprise Education, Work-Related Learning, Environmental Education and the Global Dimension.

Staff Development

1. To participate in the College's CPD programme.
2. To maintain a good working knowledge of developments within specific subject areas taught.
3. To work effectively within a team context and contribute to effective working relationships within the College.

Quality Assurance

1. To engage actively in the College Performance Management Process.
2. To contribute to the monitoring, review and evaluation of the department.

Communications

1. To communicate effectively with parents at Parents' Evenings and Academic Tutoring days in accordance with the College calendar.
2. To communicate effectively with external support and organisations as required, for example: subject advisors, educational support services and business representatives.
3. To follow College procedures and guidelines for internal communications.

Pastoral System

1. To be a pastoral tutor to an assigned group of students.

2. To promote the general progress and well-being of individual students and the tutor group as a whole.
3. To liaise with the appropriate Head of Year to ensure the implementation of the College's pastoral curriculum.
4. To register students, accompany them to assemblies and encourage their participation in the College Enrichment curriculum.

Other Duties

1. To ensure the safeguarding of students as a priority, at all times following the College's Safeguarding policy and practice.
2. To manage classrooms and other teaching areas in line with the College policy on Health & Safety.
3. For reasons of health and safety connected to the safe management of the school site in the car park, if you need to leave school at 3.35pm, can you please park your car/private vehicles off site as the school aims to ensure pedestrians and moving vehicles are separated as much as possible at this pinch point in the school day.
4. There is an expectation on all College staff to carry out any additional reasonable tasks as required by the College Principal.

General:

Supporting the school by being aware of and complying with policies and procedures relating to child protection, Health & Safety, confidentiality and data protection, and reporting all concerns to an appropriate person. Also, by being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop. The post holder should contribute to the overall ethos/work/aims of the school and promoting the school at all times.

SMCC is committed to safeguarding and promoting the welfare of children. All staff employed at our school must be dedicated to securing the health, safety and wellbeing of children, as well as colleagues. All positions are subject to an acceptable Enhanced DBS Disclosure Certificate.

It is an expectation that the post holder will engage with and participate in any training, Continued Professional Development (CPD) as required in order to maintain the skills and confidence to meet the requirements of the role. Some of this training/CPD will require travel to other locations. It will be necessary to provide training and supporting to colleagues as and when required.

In this varied and demanding post, the incumbent would be expected to manage multiple and changing priorities, often at short notice.

Given the dynamic nature of the role and structure of SMCC it must be accepted that as the school develops and evolves, there will be a need for adjustments to the role and responsibilities of the post. The duties specified herein are therefore not regarded as exclusive or exhaustive. It must also be noted that from time to time, it may be necessary to move teachers to work in different classrooms to meet the needs of the school.



PREAMBLE

Teachers make the education of their pupils 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 pupils.

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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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

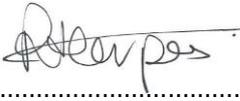
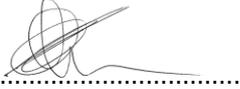
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional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

Position details reviewed and approved:-

Signed:		Principal
Signed:		Business Manager/HR Lead

I have received a copy of the above job description:

Name:

Signed:

Job Holder

Date:

Copies (once signed by all):-

1 copy to Member of Staff

1 copy to Personnel File