



Headteacher: Georgina Littler
Executive Headteacher: Rachael Warwick

Didcot Girls' School Job Description for Teacher

Responsible to: Head of Department (teacher)/ Head of Year (form tutor)

Working Time: 195 days / 1265 hours per year (Full time, or Part-time equivalent)

Job Purpose:

- To communicate infectious enthusiasm for your subject and a passion for every student to fulfil their potential whatever their starting point and level of ability
- To fulfil the expectations of the Teacher Standards in the context of being a teacher as part of a Subject team and as a Form Tutor as part of a Year team
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher and as a Form Tutor
- To facilitate and encourage learning experiences which provide students with the opportunity to achieve their individual potential
- To contribute to raising standards of student progress and attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic development within a growth mindset

Principal Responsibilities

To meet all requirements of the Teacher Standards as exemplified by the responsibilities listed below:

Teaching & Learning:

- To teach students according to their educational needs, including the setting and marking of differentiated work to be carried out by the student in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, snapshot reports and references relating to individual students and groups of students
- To ensure that Literacy, Numeracy and ICT are reflected in the teaching/learning experience of students
- To ensure a high quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and independent study
- To undertake assessment of students, underpinned by the principles and practice of AfL and as requested by external examination bodies, department and school procedures



- To mark, grade and give high quality written/verbal and diagnostic feedback as required
- Operational / Strategic planning & Quality Assurance:**

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area and faculty
- To contribute to the process of the ordering and allocation of equipment and materials
- To assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students
- To contribute to the department's development plan and implementation of this
- To plan and prepare courses and lessons
- To contribute to the whole school's planning activities
- To help to implement school quality procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the subject area in line with school procedures
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Curriculum Provision and Development:

- To assist the Head of Department to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining/awarding bodies and the school's development priorities

Staff Development, Recruitment & Wellbeing:

- To actively participate in the school's CPD programme
- To continue personal development including subject knowledge and teaching methods
- To actively engage in the school's appraisal/ professional development process
- To ensure the effective/efficient deployment of additional adults in the classroom
- To work as a member of a designated team and to contribute positively to effective working relationships within the school

Communications:

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with bodies outside the school
- To follow agreed policies for communications in the school
- To contribute to the development of effective subject links with external agencies



Care Guidance and Support:

- To be a Form Tutor to an assigned group of students and to contribute to Support and Guidance time and other tutor based curriculum activities
- To promote the general progress and well-being of individual students and of the Tutor Group
- To liaise with a Head of Year to ensure implementation of the school's Standard Operation Procedures (SOPs) to ensure high standards of behaviour, attendance and uniform
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate with the parents of students concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the school SOPs in lessons so that effective learning can take place

General Duties:

- To play a full part in the life of the school community by supporting its distinctive aims and values and to encourage students to follow this example.
- To actively promote the school's policies and to comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.

Notes:

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Teacher Standards

Q1 Set High Expectations which inspire, motivate and challenge

Q1 (A) Establish a safe and stimulating environment for pupils, rooted in mutual respect.

Q1 (B) Set Goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.

Q1 (C) Demonstrate consistently the positive attitudes values and behaviour which are expected of pupils.



Q2 Promote good progress and outcomes by pupils

Q2 (A) Be accountable for pupils' attainment, progress and outcomes

Q 2 (B) Be aware of pupils capabilities and prior knowledge and plan teaching to build on these.

Q2 (C) Guide pupils to reflect on the progress they have made and their emerging needs

Q 2 (D) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.

Q 2 (E) Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Q3 Demonstrate good subject and curriculum knowledge

Q 3 (A) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.

Q3 (B) Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship

Q3 (C) 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.

Q3 (D) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

Q3 (E) If teaching early mathematic, demonstrate a clear understanding of appropriate teaching strategies

Q4 Plan and teach well structured lessons

Q4 (A) Impart knowledge and develop understanding through effective use of lesson time.

Q4 (B) Promote a love of learning and pupils' intellectual curiosity.

Q4 (C) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.

Q4 (D) Reflect systematically on the effectiveness of lessons and approaches to teaching.

Q4 (E) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Q5 Adapt teaching to respond to the strengths and needs of all pupils

Q5 (A) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.

Q5 (B) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.

Q5 (C) Demonstrate and awareness of the physical, social and intellectual development of pupils and know how to adapt teaching to support pupils' education at different stages of development.



Q5 (D) Have a clear understanding of the needs of pupils including those with special educational needs; those with EAL; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

Q6 Make accurate and productive use of assessment

Q6 (A) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Q6 (B) Make use of formative and summative assessment to secure pupils progress.

Q6 (C) Use relevant data to monitor progress, set targets and plan subsequent lessons.

Q6 (D) Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

Q7 Manage behaviour effectively to ensure a good and safe learning environment

Q7 (A) Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in the classroom and around the school in accordance with the schools behaviour policy.

Q7 (B) Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise sanctions and rewards consistently and fairly.

Q7 (C) Manage classes effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them.

Q7 (D) Maintain good relationships with pupils exercise appropriate authority and act decisively when necessary

Q8 Fulfill wider professional responsibilities

Q8 (A) Make a positive contribution to the wider life and ethos of the school

Q8 (B) Develop effective professional relationships with colleagues knowing how and when to draw on advice and specialist support

Q8 (C) Deploy support staff effectively.

Q8 (D) Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues.

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