

Swindon Academy

Job Description



Post Title:	Teacher
Purpose:	To act as a role model for students; to teach and tutor them to achieve high standards of progress and personal development.
Reporting to:	Director of Teaching and Learning (DTL), Deputy Director of Teaching and Learning (DDTL) and College Leaders (as assigned).
Responsible for:	Students (as assigned by a personalised timetable)

MAIN (CORE) DUTIES	
Professional Standards	<ul style="list-style-type: none"> To play a full part in the life of the academy community, to support its distinctive vision, culture, and ethos. To support the academy aims and to carryout it's policies and implementation of its improvement planning. To maintain high standards of professional conduct towards, colleagues, students, and parents. To develop positive relationships with students that are professional, firm, and caring. To demonstrate excellence in classroom practice in line with academy practice and policies. To support an open-door culture, actively seeking and acting on feedback to be better each day. To demonstrate a pro-active attitude and a continuous drive to improving own practice and keeping up to date with subject knowledge.
Curriculum Planning	<ul style="list-style-type: none"> To contribute to curriculum development so that it delivers powerful knowledge, enabling social mobility and equips students for adult life. For each course taught, write and work with others to develop Schemes of Learning which address the requirements of the academy curriculum being followed. To ensure that all schemes of learning are built around the Principles of Rosenshine; sequencing concepts, guiding student practice, effectively reviewing material daily and monthly and using questioning and check for understanding techniques at each stage of learning. To ensure that regular and planned formative and summative assessment opportunities are built into schemes of learning in line with department and expectations, and that they support improved learning and progress. To keep up to date with and respond to national developments in the subject area, and with teaching practice and methodology.
Classroom Climate	<ul style="list-style-type: none"> To be punctual for every lesson and tutor period and greet students on the threshold to the classroom. To take responsibility for the behaviour of students during lesson change overs in the area outside the classroom before lesson/tutor periods begins. To ensure that lessons have a strong start and students enter in an orderly, respectful, and appropriate manner and the tone is set for a purposeful lesson. To maintain a calm, well-routined classroom environment and ensure disruption free learning by practicing the Teach Like a Champion (TLAC) strategies identified in the common whole-school pedagogy and in accordance with the Academy's behaviour policy.

	<ul style="list-style-type: none"> • To ensure that rewards and sanctions are used fairly and consistently as described in the policy. • To ensure that student leave the classroom in an orderly manner and take responsibility for behaviour outside the classroom at the end of lessons/tutor period.
Teaching and Learning	<ul style="list-style-type: none"> • To begin every lesson with Do Now activity that is a review of prior learning. • To communicate learning objectives and progress against the objectives clearly to students. • To present new information in small steps with clear explanations. • To guide and model student practice using the instructional core model of ‘I do, we do, you do’. • To use high-quality exemplars to model learning and narrate the thought process. • To use check for understanding techniques and questioning throughout lessons to identify and address misconceptions. • To reshape and re-model explanations to respond to student learning and misconceptions. • To review prior learning on a daily, weekly, and monthly basis through quizzing. • To ensure that students are fully engaged in their learning for the entire lesson and have the opportunity for structured turn and talk activities to deepen their thinking and share ideas and opportunities to apply their learning independently.
Providing feedback and assessing pupil progress	<ul style="list-style-type: none"> • To monitor students’ work regularly during the lesson by circulating the classroom, spotting, and responding to error/misconceptions and sharing exemplars of student work. • To mark and feedback on student work in accordance with the department marking policy and to use this to monitor and inform future planning. • To develop assessments/or to work with others to develop assessments so that student progress can be monitored in line with the Academy’s assessment calendar. • To analyse student progress following formal assessment points and use the outcomes to plan intervention and re-teaching to address gaps in student learning. • To set and check prep work in line with the Academy’s homework policy and timetable.
PSHE	<ul style="list-style-type: none"> • To use the resources provided by the Student Development Team, to prepare and deliver high-quality PSHE lessons that enable students to engage with a full range of SCSM and SRE topics.
Tutoring	<ul style="list-style-type: none"> • To carry out the role of Student Champion or Sixth Form tutor in accordance with the protocols set out in the staff handbook. • To plan and prepare tutor periods effectively, following the programmes set out by Pastoral Leaders. • To promote a love of reading and fully engage in whole school reading sessions. • To communicate with students effectively passing on important information from all members of staff to the group and individually. • To care for students in the tutor group, to get to know students individually and aim to develop in them high standards of self-discipline. • To liaise with Pastoral Leaders and to ensure that tutorial practice aligns with College and Academy Policy. • To provide academy mentoring for students on regular basis in accordance with a timetabled schedule. • To use EPRAISE effectively to keep in contact with parents and to respond promptly to enquiries from parents.

	<ul style="list-style-type: none"> To motivate and inspire students to engage in College Competitions and Extra Curricular activities.
Extra-curricular	<ul style="list-style-type: none"> To contribute for a least one short term (6-week block) to the academy's extra-curricular programme.
Duties	<ul style="list-style-type: none"> To carryout duties in accordance with published schedules, or in response to reasonable requests. To be punctual and vigilant on duties and take responsibility for student behaviour by responding and reporting behaviour incidents in line with duty protocols. To act as role model when carrying out duties, in our communication with students and colleagues.
Other Specific Duties	
<ul style="list-style-type: none"> To promote actively the Academy's policies and legal requirements. To comply with the Academy's Health and Safety Policy and undertake risk assessments as appropriate. To comply with the Academy's procedures concerning safeguarding and to ensure that training is accessed. To actively engage in the performance review process and engage pro-actively in agreed professional development. To consistently meet teaching standards. <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>Employees 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.</p> <p>Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students and adhere to the Academy's dress code.</p> <p>This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate to reflect or anticipate changes in the job commensurate with the grade and job title. It may be subject to change or modification at any time after consultation considering the circumstances of the Academy and their implications.</p>	

Date Reviewed: July 2021

Name:

Sign:

Date: