

## **JOB DESCRIPTION**

- Post:** Classroom teacher – Photography / Media
- Reporting To:** Subject Leader – Art / Media Studies
- Post Level & Grade:** MPS/UPS as applicable based on experience

### **Role Purpose and Aims**

Excellent classroom teaching is the foundation of our school and ensures exciting life chances for all our students. In this vital role you will support our students to ‘Dream Big and Achieve’ through:

- Ensuring the highest quality student learning, leading to excellent outcomes
- Play an active role in whole person development for our students
- Engage in working as part of a wider whole school team to deliver on our aspirational school vision

In summary you will work as part of the whole school team to ensure students achieve the very best results, develop vital whole person skills and enjoy their journey through NSfG.

### **Main Duties:**

#### **Ensuring excellent student learning and outcomes**

- Work with your subject leader to understand, deliver and support the development of subject curriculum documents, including year plans, schemes of work and assessment materials.
- Plan lessons to meet student need and implementing the relevant curriculum. This will include having a strong understanding of individual students’ strengths and areas for development.
- Deliver lessons in the most effective manner, with a view to continual reflection on pedagogy and potential ways to accelerate learning. This will include working within a collaborative environment where subject and whole school teams support each other in best practice.
- Create an aspirational and productive learning environment in which the highest academic and behaviour expectations are the norm.
- Ensure the needs of all students are met in the classroom, including DSEN, HPS and PPG, liaising with leaders in these areas as appropriate. Ensure relevant feedback documents are produced as requested (such as DSEN requests).
- Where behaviour, including proactivity, does not meet our high expectations use the school systems and appropriate classroom management techniques as required. Where engagement is positive ensure strong levels of praise, both verbal and through our school systems.
- Assess student work to inform planning and report back on student progress as required.
- Complete student data and report comment input as requested and in line with reporting schedules.
- Ensure effective verbal and written feedback to students according to the school policy and give appropriate time for students to act on feedback. Check that students understand what they need to do to improve.

- Set and where appropriate mark student homework. Where homework is not marked this should be acknowledged in some form so that students value its completion. Utilise school procedures if students do not complete homework.
- Consistently ensure that students are challenged to achieve the highest possible grades, including not accepting sub- standard work, supporting students to improve. This will include appropriate data analysis for your own classes.
- Ensure all relevant curriculum documents (year plans, topic plans, vocabulary sheets etc.) are in place in student books/online and that students consistently understand what they are learning and why.
- Ensure strong communication with parents on both progress and engagement. This includes the use of positive phone calls and other strategies such as postcards where appropriate.

### **Actively involved in whole person development**

- Act as an aspirational role model for students, including through your personal conduct, professional dress and positive relationships with all in the school.
- Perform the role of a base leader to support students in both being settled in school and developing their whole person skills, such as independence, resilience, teamworking and problem solving.
- Play an active part in the collaborative planning, delivery and evaluation of the Dream Big Programme, supporting students in developing these wider skills.
- Deliver an enrichment club in line with the expectations in the staff handbook.
- Actively engage, including planning where appropriate, with the trips and wider enrichment programmes, including attending off site trips where requested.
- Play your part in delivering an exciting careers programme, including through subject based careers encounters.
- Where appropriate liaise and support the pastoral teams (including ESL/PCL and CL) in ensuring students are happy, settled and supported in school.

### **Engage with the whole school team to deliver on our vision**

- Work to ensure that as far as possible lessons are engaging and support students in 'enjoying the journey'
- Actively contribute to our positive praise culture through the use of achievement points, verbal praise, positive parental contact and other strategies as shown in the staff handbook.
- Take part in parental interactions including parents evenings, phone calls and parental meetings as required. Ensure that parents are seen as integral to keeping students engaged, proactive and achieving
- Proactively engage with school meetings, professional development activities and honest evaluation programmes with a willingness to both positively contribute and learn from the best practice of others. This includes taking a reflective practitioner and evidence informed practice approach to all our work.
- Complete as requested reasonable wider activities, such as writing course descriptions, newsletter/social media items and ensuring quality displays.

## Other Duties

- Being aware of and implementing all aspects of school safeguarding practice, including understanding all relevant documents as shown in the staff handbook, attending training and fully implementing school procedures/policies. This includes reading and signing to show understanding of all safeguarding documents as shown in the staff handbook.
- Engage with meetings and events (such as open and options evenings) as per the school calendar and staff handbook.
- To undertake student supervision duties, as shown in the duty rota. Take a proactive approach to ensuring a calm, safe and positive environment in line with our school expectations.
- To undertake any other duties that the Headteacher may reasonably request.

## Note:

- The above responsibilities are subject to the standards, general duties and responsibilities contained in the statement of Conditions of Employment, having due regard to the requirements of the National Curriculum, the school's aims, objectives and schemes of work and any policies of the Governing Body.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed and may be subject to modification or amendment at any time after consultation with the post holder.

## ORGANISATION:

Headteacher

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Deputy Headteacher – Learning/Learners

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Assistant Headteacher/College Leader

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Subject Leader

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Classroom Teacher

Signed (Postholder): \_\_\_\_\_

Dated: \_\_\_\_\_

Signed (Line Manager): \_\_\_\_\_

Dated: \_\_\_\_\_

## Person Specification

	Criteria
Qualifications	<p><i>Essential</i></p> <ul style="list-style-type: none"> <li>• Graduate level education</li> <li>• Qualified Teaching Status</li> </ul> <p><i>Desirable</i></p> <ul style="list-style-type: none"> <li>• Willingness to undertake further professional development</li> </ul>
Experience	<p><i>Desirable</i></p> <ul style="list-style-type: none"> <li>• Experience of working with young people to bring out the best in them</li> <li>• Experience of supporting students to achieve academically in a school or wider setting</li> </ul>
Skills & Abilities	<p><i>Essential</i></p> <ul style="list-style-type: none"> <li>• A real drive to make our school the best it can possibly be for the benefit of all students</li> <li>• Skills to engage students and parents with the school ethos and expectations</li> <li>• A creative mind to develop strategies that engage all students</li> <li>• Ability to see this role as part of the whole school team and see the bigger picture as required</li> <li>• An ability to always value working with young people, when it is rewarding and when it is more difficult</li> <li>• A passion for engaging students to succeed in your subject</li> </ul>
Knowledge	<p><i>Essential</i></p> <ul style="list-style-type: none"> <li>• An understanding of effective learning and how to ensure students succeed in the classroom</li> <li>• A strong understanding of your subject and how to deliver in the classroom</li> <li>• An understanding of how to pastorally support students in the role as a base leader</li> </ul>
Behaviours	<p><i>Behaviors which are compatible with our school vision, including:</i></p> <ul style="list-style-type: none"> <li>• We achieve the best outcomes when all staff work together in a supportive collaborative environment</li> <li>• High expectations in all aspects of our work</li> <li>• Staff and students can 'enjoy the journey'</li> </ul> <p><i>In addition, we expect the following:</i></p> <ul style="list-style-type: none"> <li>• A 'can do' attitude where all possible avenues are explored to achieve the best outcomes for students</li> <li>• A commitment to safeguarding and promoting the welfare of children</li> <li>• Flexibility to work as required to achieve the best outcomes for students</li> <li>• Integrity and professional pride to do the job properly</li> <li>• Good sense of humour and ability to relate to colleagues, stakeholders, parents, and students</li> </ul>