

ATTLEBOROUGH ACADEMY JOB DESCRIPTION

Teacher of Science (Maternity Cover)

Line Manager:	Head of Faculty
Salary:	MPR minimum - UPR maximum

THE POST

The successful candidate will be a pro-active classroom practitioner with excellent subject knowledge. The candidate will have the opportunity to teach at all Key Stages (KS3 to KS5).

Attleborough Academy is member of the Sapientia Education Trust (SET), which is currently led by the CEO.

On appointment, the successful candidate will be required to complete a six-month probationary period.

PURPOSE OF THE JOB

The teacher is expected to deliver high quality teaching, learning and pastoral care in order to ensure excellent student outcomes.

The teacher is expected to uphold the ethos (core values and vision) of the Academy and work within its established policies and guidelines (the onus on the teacher is for him/her to make sure he/she is conversant with the above).

The teacher is expected to be conversant with the expectations as outlined in the 'Staff Conduct' section of the AA Staff Handbook.

The teacher must endeavour to ensure the safety of students at all times in teaching areas and around the Academy by implementing the expectations in the AA 'Expectations, Systems and Procedures' protocol, the AA Staff Handbook and by careful reference to the Health and Safety protocols.

To work in compliance with the National Teachers' Standards.

General Responsibilities

To carry out responsibilities, commensurate with your position, as defined within the following policies and procedures:

- Equal Opportunities
- Health, Safety & Welfare
- Child Protection
- Data Protection
- Risk Management

To undertake any other similar duties of this level as required by the Executive Principal/Leadership Team.

The post-holder will be required to comply with the Attleborough Academy Code of Conduct for Staff and Volunteers.

Attleborough Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The post-holder will have access to and be responsible for confidential information and documentation. They must ensure confidential or sensitive material is handled appropriately and accurately.

The post-holder shall participate in the Trust's programme of Performance Management and Continuing Professional Development.

In addition to the responsibilities of Subject Teacher, the Subject Leader should have a knowledge and understanding of:

The vision and ethos of the Academy and be instrumental in helping it to be realised. The relationship of the subject to the curriculum as a whole.

The characteristics of high quality teaching and learning strategies for improving and maintaining high standards.

RESPONSIBILITIES AND DUTIES

1. Curriculum

- To plan high quality lessons and ensure all lessons are planned to at least minimum standards.
- To provide high quality assessment and feedback for students in order that students can make further progress in their learning.
- To contribute towards departmental (subject) developments and the planning of Schemes of Work.
- To ensure familiarity with subject matter and departmental resources and to prepare lessons relating to Schemes of Work within the context of the departmental schemes and the requirements of the curriculum.
- To assess, record and report achievement according to Academy's policies and curriculum requirements.
To keep abreast of new developments and current literature within subject areas and through attendance and INSET courses.

2. Classroom Management

- To implement the protocols and expectations described in the AA Staff Handbook.
- To be aware of the range of abilities and needs of the students within a teaching group and to meet those needs through differentiation strategies.
- To be aware of students with Special Educational Needs and to supply information under the requirements of the SEND Code of Practice.
- To work effectively with any designated Learning Assistants in order to support additional needs of identified students.
- To create and maintain an attractive and stimulating learning environment, conducive to motivation.
- To insist on and maintain high standards of behaviour for learning.
- To set appropriate homework in accordance with Academy policy.
- To ensure students record their homework in a systematic way in the Student Planner.
- To monitor and mark classwork and homework in line with Academy policy.
- To maintain a register of attendance for each class in line with Academy policy.
- To issue rewards as per the AA Student Behaviour and Discipline Policy.
- To encourage and celebrate success at whatever level.

3. Form Tutor Role (Support, Guidance, Monitoring and Reporting)

- To act as a Form Tutor to an assigned Tutor Group within the House pastoral system under the guidance of the House Leader.
- To consider the students' welfare as paramount and take action in accordance with the responsibility 'in loco parentis'.
- To monitor the social and academic progress of students including the progress in form time.
- To fulfil the expectation of a Form Tutor as stated in the 'Expectations' and 'Daily Routines' sections of the AA Staff Handbook.
- To use a counselling approach to help students explore thoughts, feeling and solutions to problems.
- To support the students throughout the Assertive Mentoring process in form time in liaison with the House Leader.
- To write the annual Form Tutor report as a summary comment on the overall progress of each member of the Tutor Group.
- To lead purposeful activities in form time and develop a sense of community within the form.
- To give impartial Information, Advice and Guidance (IAG).

4. Liaison

- To attend calendared meetings (after school events) as applicable.
- To liaise with the appropriate Subject Leader/Head of Department/Head of Faculty, Student Support Team, Form Tutor, House Leader and parents and carers on academic and pastoral matters e.g., homework, discipline and praise.

To be aware of opportunities for cross-curricular work and to pursue these where appropriate.

5. General Professional Duties

- To contribute to general supervisory duties in accordance with Academy policy.
- To work to the requirements of all the Academy's safeguarding procedures.

6. Professional Development

- To keep up to date with current best practice in his/her subject area and as a Form Tutor.
- To be a confident user of Information Communication Technology (ICT) including the Academy's Intranet (VSR), the Academy's management information system (SIMS) for Assessment, Reporting, Attendance and Administration as required of teachers/Form Tutors (e.g. Show My Homework, Class Charts etc).

ADDITIONAL RESPONSIBILITIES

- This job description is to be reviewed on a regular basis in the light of the prevailing needs of the Academy.
- You may reasonably be expected to perform duties of a similar nature to those outlined in the job description.
- To undertake any tasks deemed appropriate by the Executive Principal.

The above job responsibilities and duties of the post are subject to the statutory conditions of employment of school teachers as published by the Department for Education (DfE).

Your attention is drawn to the AA Staff Handbook which gives details of the expected Academy protocols and routines.

Person Specification

EDUCATION AND TRAINING

- Qualified Teacher Status (with DCSF number) including Numeracy/Literacy/ICT tests for Newly Qualified Teachers after 2002.
- First/Second class degree.
- Willingness to continue to develop own expertise (evidenced through Continuing Professional Development).
- Appropriate qualifications, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare and safety of children and young people.

TEACHING EXPERIENCE

- Evidence of consistently good or outstanding teaching and learning.
- Evidence of good or outstanding classroom management skills.
- The ability to use ICT effectively to engage students.
- The ability to create effective lesson plans.

An understanding of how to use assessment to inform planning for good teaching and learning.

- The ability to differentiate materials to meet the needs of learners.
- Experience or the desire to be involved in a curriculum initiative.
- Experience or the desire to raise standards of achievement.

KNOWLEDGE AND SKILLS

Knows about:

- Strategies for raising achievement and achieving excellence.
- Different methods of teaching and learning.
- The use of new and emerging technologies to support teaching and learning.
- Principles of effective teaching and assessment for learning.
- Models of behaviour management.
- Strategies for ensuring inclusion and access to the curriculum.
- Tools for data collection and analysis.

PROFESSIONAL QUALITIES

Is committed to:

- The core values of the Academy (CARE):
 - **C**ommitment to continuous improvement in everything we do
 - **A**cknowledgement of the efforts and achievements of others
 - **R**espect and courtesy towards each other and the Academy environment
 - **E**xcellence in all that we do.
- Inspiring students to aspire to excellence.
- Raising standards for all in the pursuit of excellence.
- The entitlement of all students to effective teaching and learning.
- The safeguarding of all students.
- Effective working relationships and team working.
- Continuing professional development for self and all others.
- A collegiate and collaborative approach to raising standards.

Is able to:

- Demonstrate personal enthusiasm for and commitment to the learning process.
- Demonstrate the principles and practice of effective teaching and learning.
- Access, analyse and interpret information.
- Initiate and support debate about effective learning and teaching.
- Acknowledge excellence and challenge poor performance.
- Foster an open, fair, equitable and respectful culture and manage conflict.
- Collaborate and network with others within and beyond the Academy.
- Give and receive effective feedback and act to improve personal performance.
- Accept support from others including colleagues, the Local Governing Body and the Sapientia Education Trust.

EXPERIENCE OF EVIDENCE OF SUCCESS

Can demonstrate evidence of:

- High level of performance with personal teaching groups.

- Willingness to embrace new developments.
Commitment to the broader life of the Academy outside the classroom.

PERSONAL QUALITIES

Has:

- A passion for learning and teaching.
- A commitment to inspire the love of learning in young people.
- A positive, enthusiastic outlook, embracing risk and innovation.
- A sense of humour.
- A 'can do' approach and is not prone to negativity.
- A realistic and pragmatic understanding of the demands of the teaching profession.
- Empathy and good emotional intelligence.
- High standards and high expectations of self and others.
- Excellent organisational skills – prioritises, keeps calm and thrives under pressure.
- Ability to communicate effectively orally and in writing to a range of audiences.
- Ability to recognise and celebrate excellence.
- A willingness to embrace change.
- Resilience, perseverance and optimism in the face of challenges.
- Commitment to social justice, equality and excellence.
- Commitment to dignity in the work place.

REMUNERATION

Salary Details:

- MPR minimum - UPR maximum

All payments are pensionable under the Teachers' Pension Scheme.

DRESS CODE

The post-holder will be expected to wear appropriate business attire. All staff will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify Attleborough Academy employees.

PRE-EMPLOYMENT CHECKS

All staff must be prepared to undergo a number of checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.

REVIEW

The Job Description will be reviewed annually as part of Attleborough Academy's Performance Management programme.