NORTHGATE
High School

Main Pay Range Teacher Job Description



As a Main Pay Range teacher you are required to be competent in all elements of the Teacher Standards, December 2021, to discharge the Teachers Responsibilities as set out in Part 7 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document October 2026, and to act in accordance with the school's ethos, policies and practices, under the direction of the Headteacher:

1. Teaching

1.1 Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of student attainment, progress and outcomes.

1.2 Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.

1.3 Set and mark work to be carried out by the student in school and elsewhere.

1.4 Participate in arrangements for preparing students for external examinations.

2. Whole school organisation, strategy and development

2.1 Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.

2.2 Work with others on curriculum and/or student development to secure co-ordinated outcomes.

2.3 Supervise and so far as practicable teach any students where the person timetabled to take the class is not available in accordance with the Rarely Cover arrangements.

3. Health, safety and discipline

3.1 Promote the safety and well-being of students in accordance with the school's Child Protection and other relevant policies.

3.2 Maintain good order and discipline among students in accordance with the school behaviour policy.

4. Management of staff and resources

4.1 Direct and supervise support staff assigned to you and, where appropriate, other teachers.

4.2 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.

4.3 Deploy resources delegated to you in accordance with school policies.

5. Professional development

5.1 Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.

5.2 Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

6.1 Communicate with students, parents and carers in accordance with the school ethos, policies and practice.

6.2 Maintain high standards of professional communication both within and outside the school.

7. Working with colleagues and other relevant professionals

7.1 Collaborate and work with colleagues and other relevant professionals both within and outwith the school.

7.2 Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment.

8. Fulfil wider professional responsibilities

8.1 Make a positive contribution to the wider life and ethos of the school.

This job description and related documents provide the standards and framework for a performance and development review for a Main Pay Range Teacher which will be set under the school's Teacher Appraisal (PDR) Policy before, or as soon as practicable after, the start of each performance review period. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of students at Northgate.

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Upper Pay Range Teacher Job Description



Paragraphs 1 to 7 below are a Main Pay Range Teachers Responsibilities as set out in Part 7 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document October 2026. Main Pay Range teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Headteacher: In addition to the duties and responsibilities of a Main Pay Range Teacher you are, as an Upper Pay Range teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the school are substantial and sustained and to ensure that you discharge the accountabilities under paragraph 9 and, if you are paid at the maximum of the Upper Pay Range, accountabilities under paragraph 10.

1. Teaching

1.1 Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of student attainment, progress and outcomes;
1.2 Assess, monitor, record and report on the learning needs, progress and achievement of assigned students;
1.3 Set and mark work to be carried out by the student in school and elsewhere;
1.4 Participate in arrangements for preparing students for external examinations.

2. Whole school organisation, strategy and development

2.1 Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
2.2 Work with others on curriculum and/or student development to secure co-ordinated outcomes.
2.3 Supervise and so far as practicable teach any students where the person timetabled to take the class is not available in accordance with the Rarely Cover arrangements.

3. Health, safety and discipline

3.1 Promote the safety and well-being of students in accordance with the school's Child Protection and other relevant policies.
3.2 Maintain good order and discipline among students in accordance with the school behaviour policy.

4. Management of staff and resources

4.1 Direct and supervise support staff assigned to you and, where appropriate, other teachers.
4.2 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
4.3 Deploy resources delegated to you in accordance with school policies.

5. Professional development

5.1 Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.
5.2 Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

6. Communication

6.1 Communicate with students, parents and carers in accordance with the school ethos, policies and practice.
6.2 Maintain high standards of professional communication both within and outside the school.

7. Working with colleagues and other relevant professionals

7.1 Collaborate and work with colleagues and other relevant professionals both within and outwith the school.
7.2 Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgment.

8. Fulfil wider professional responsibilities

8.1 Make a positive and substantial contribution to the wider life and ethos of the school; which is of real importance, validity and value to the school and is properly rooted in evidence.
8.2 Make a wider contribution to the raising of student standards and/or enrichment.

9. Upper Pay Range Accountabilities

9.1 Demonstrate the capacity to perform to a standard which is at least good and is effective enough to provide mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the teaching and learning at the school in order to help them meet the relevant standards and develop their teaching practice.
9.2 Contribute significantly, where appropriate, to implementing workplace policies and practice and promote collective responsibility for their implementation.
9.3 Have an extensive knowledge, understanding and practical application of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
9.4 Have an extensive knowledge, a well-informed understanding and practical application of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
9.5 Have an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
9.6 Have a more developed knowledge and understanding of your subjects/ curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
9.7 Have sufficient depth of knowledge and experience to be able to give advice and support to colleagues on the development and well-being of children and young people.
9.8 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

10. Additional Accountabilities for the Maximum of the Upper Pay Range

In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:

10.1 Consistently fulfil the requirement to perform to a standard which is at least good and is effective enough to provide mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the teaching and learning at the school in order to help them meet the relevant standards and develop their teaching practice.
10.2 Play a critical role in the life of the school.
10.3 Provide a role model for teaching and learning and support the teaching and learning of others.
10.4 Make a distinctive contribution to the raising of student standards and/or enrichment.
10.5 Contribute effectively to the work of the wider team.
10.6 Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning.

This job description and related documents provide the standards and framework for a performance and development review for an Upper Pay Range teacher which will be set under the school's Teacher Appraisal (PDR) Policy before, or as soon as practicable after, the start of each performance review period. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the school's plans for improving the school's educational provision and performance and improving the educational opportunities of students at Northgate.

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Teacher Person Specification

This person specification outlines the attributes that a candidate will need to have in order to undertake the roles and responsibilities of a **Teacher** to the high standard required. When you complete your application please illustrate how you have demonstrated that you have the qualities listed below.

	Essential qualities	Desirable qualities
Qualifications & Training	■ Relevant undergraduate degree (or equivalent). ■ Qualified Teacher Status (QTS) (or recognised international equivalent). ■ Enhanced DBS (Disclosure and Barring Service) check clearance and UK right to work.	■ Evidence of ongoing, relevant Continuing Professional Development (CPD). ■ Experience of working with students with a range of additional learning needs.
Experience & Track Record	■ Demonstrable track record of effective classroom teaching practice (or successful teaching placement/s if an Early Career Teacher [ECT]). ■ Experience planning and delivering an engaging, inclusive curriculum. ■ Experience assessing student progress and providing constructive feedback.	■ Experience of teaching across different key stages or ability ranges. ■ Experience of running extracurricular clubs, youth work, or wider school initiatives. ■ Previous experience acting as a form tutor or pastoral lead.
Professional Knowledge & Skills	■ Secure and up-to-date subject knowledge. ■ Strong understanding of effective classroom and behaviour management strategies. ■ Knowledge of national curriculum requirements, assessment frameworks, and safeguarding/ child protection duties. ■ Good IT and digital literacy (e.g., Google Workspace, Microsoft 365, or interactive classroom tech).	■ Familiarity with specific intervention strategies for disadvantaged and/or SEND students. ■ Experience using data tracking to monitor and improve student attainment
Personal Attributes & Ethos	■ High expectations for the academic and personal potential of every student. ■ Patient, resilient, empathetic, and adaptable. ■ Strong communication and interpersonal skills with students, parents, carers, guardians and colleagues. ■ Commitment to the school's core values, safeguarding policies, and inclusive ethos.	■ Openness to reflective practice, peer coaching, and continuous professional growth.

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Science Department Information



Science at Northgate is part of the core curriculum for Years 7 – 11 with all students in Years 7 and 8 studying Science for 10% of their timetable, in Year 9 for 15% and in Years 10 and 11 for 20%. The school timetable consists of 20, 75-minute lessons per week. Science is taught in mixed ability groups by one teacher in Years 7 and 8 and by separate Biology, Chemistry and Physics teachers in Years 9, 10 and 11.

At Northgate the Key Stage 3 Science curriculum has been condensed into Years 7 and 8 following a scheme of work written in-house, created to fully reflect the National Curriculum. In Key Stage 4 we follow the AQA Combined Science: Trilogy and the AQA separate sciences GCSE courses. Approximately half of our students in Years 9, 10 and 11 study separate sciences (Triple Science) as part of an accelerated course, taught in the usual science curriculum time, leading to three separate GCSE grades. The remainder of our students study Combined Science, leading to two GCSE grades. All members of the department are actively involved in the continued development of these courses.

In the Sixth Form, courses are offered in OCR A-level Biology A, Chemistry A and Physics A. In Biology there are currently four groups in Year 12 and three groups in Year 13, in Chemistry there are three groups in Year 12 and three groups in Year 13 and in Physics there are two groups in Year 12 and two groups in Year 13. Additionally, we offer a BTEC National in Applied Science (AAQ), currently one group in Year 12 and one group in Year 13.

The Science department has an excellent reputation, and GCSE and A level examination results have consistently been strong. At GCSE we have high proportions of students achieving two or more grades at 4+ or 5+. A-level uptake is high, and student performance is strong, with many of our students progressing onto higher education courses in the sciences.

The Science Department consists of a large team of 19 well-qualified teachers and three full-time technicians who work together in a friendly and supportive environment. Teachers specialise in the department areas of Biology, Chemistry and Physics, but work outside of their specialist fields in Years 7 and 8, and very occasionally in Years 9, 10 and 11.

Science teaching takes place in the Science and Technology Centre where there are 13 well-equipped laboratories. ICT provision in science is excellent. Each laboratory has a fixed computer, large interactive television, and visualiser. We have three sets of iPads for use with students in science lessons. Science teachers benefit from use of a provided laptop. Sharing of detailed and well-developed resources using OneNote alongside the interactive televisions has transformed the delivery of lessons and interactions with students.

We are driven by a pursuit of excellence in both delivery and outcomes and have taken a lead role in the development of teaching and learning strategies across the school. We also continue to develop opportunities for learners to engage with science outside of the curriculum and are building links with higher education and the wider community. We continue to strengthen and build on links with local secondary schools, professional associations and teacher training institutions. The department is always looking for new ways to engage students both in and out of lessons and all staff are involved in these developments.

We are very proud of the Science Department at Northgate and of the achievements made by all our learners. We are very keen to appoint high-quality teachers who support our aims and who are willing to actively contribute to the continued development of teaching and learning strategies.