Job Description
Teacher

Role:	**Teacher of Technology**
School:	Beckfoot Oakbank
Salary/Grade:	MPR-UPR
Reporting to:	Faculty Leader

Core Purpose of the Post:

As a teacher of Technology, you will be a talented classroom practitioner who consistently demonstrates the highest standards of delivery, is fully committed to raising attainment across **KS3 and KS4** and a future possibility of KS5 and is acutely aware of the strategies required to achieve the highest standards within your subject area.
To support the Faculty Leader to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, supporting the Technology Department, to improve the outcomes for students.
Fulfil the responsibilities set out within *or* Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2013).
To share and support the Trust's ethos to provide and monitor opportunities for personal and academic growth and success.
Contribute to academy improvement plans and improving the outcomes for students across the academy.

Main Duties and responsibilities:

- To teach students according to their educational needs, including the appropriate setting and marking of work to be carried out by the students.
- Identifying effective intervention and mentoring strategies for students.
- To mark and grade students work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
- Prepare pupils for qualifications and external examinations.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured, or distressed child.
- To manage pupil behaviour in the classroom and on school premises and apply appropriate and effective measures in cases of misbehaviour whilst encouraging good practice with regard to punctuality, behaviour, standards of work and independent learning.
- To ensure a safe, secure and healthy environment for students.
- To uphold Teachers Standards in all areas of work and be an active and supportive member of the faculty.

Supervision and range of decision making:

- You will be expected to make decisions autonomously and exercise considerable initiative in performing delegated duties, dealing with all complex issues as and when arises; including those outside of established policies and procedures.
- You will ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust.

Communications and working with others:

- To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events.
- To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties.
- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.
- To supervise and support the work of classroom support, teaching assistants, trainee teachers and newly qualified teachers (NQTs).
- Build effective relationships with parents and carers
- Consult and involve parents and carers in the production of plans pertinent to their child.
- Share information regarding pupils' achievement, progress and well-being with parents and carers.
- Support pupils and their parents and carers to make the most of the educational and other relevant opportunities available to them.
- Liaise effective with and signpost to other colleagues and other agencies when necessary, for example, SENCo, Safeguarding Officer, social care, CAMHS etc.
- Develop positive working relationships with all staff.

Resources:

- Operate relevant equipment/complex ICT packages.
- Manage and maintain storage of files, stock and supplies within an agreed budget, cataloguing resources and undertaking audits as required.
- Provide general advice and guidance to staff, students and others.

Professional development:

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including a willingness to participate in occasional overnight visits.
- To under-go regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD).

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Coordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Advanced Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.

Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder. Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment. The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition	
Date:	September 2021

Person Specification
Teachers and Support Staff

Beckfoot Trust

Role:	**Teacher of Technology – Product Design Specialism**	
	Essential Requirements	How Identified
Qualifications	A good honours degree or equivalent in relevant subject. Qualified Teacher Status. GCSE English & Maths	Application
Experience	Experience/ability to teach KS3 & KS4. The possibility of teaching KS5 for the right candidate.	Application References Interview
Training	Awareness of Multi-Academy Trusts and Teaching Schools Safeguarding. Evidence of continuous professional development in a relevant subject.	Application Interview
Knowledge, Skills and Ability	A commitment to be an outstanding teacher. An excellent understanding of how to use data to monitor performance of students and intervene when necessary. An understanding of the need to reduce the gap between those who are disadvantaged and those who are not. An understanding of the Ofsted framework. An understanding of the benefits of collaborative planning and working as part of a Team. Up to date knowledge of examination specifications and use that knowledge to drive school bases assessments and prepare for examinations. Ability to develop and improve teaching, learning and achievement for all. To be able to implement intervention strategies which can deliver rapid improvement.	Application Interview
Personal Circumstances	Must be legally entitled to work in the UK (Asylum & Immigration Act 1996). Must have the ability to be flexible and work to the requirements of a busy school. Interest in the school's wider role in the community.	Application Interview
Disposition and Attitude	A passion for education and a deep-felt desire to make a difference for young people. To like young people and be liked by them. To possess educational vision underpinned by values. To operate in line with the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty and leadership. Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'. Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example. Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself. Understand the importance of work/ life balance. Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism. Desire for significant professional development.	Application Interview References
Physical	Resilient. Excellent attendance and punctuality.	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application

		Interview