



Year 7 Teacher

JOB DESCRIPTION

The Teacher of Year 7 is directly accountable to the Applied Transdisciplinary Lead who is an experienced and supportive member of ESLT and is an integral part of the ATL Team. The Teacher of ATL will contribute to the effective day to day operation of the Department, and its ongoing success, delivering ATL across Year 7.

The Teacher of ATL will be fully supported in both a subject and pastoral capacity. The ATL Teacher should support the ATL lead as an excellent practitioner, committed to a high-quality Curriculum.

Main aspects of the role:

- Carry forward the Aspirations Trust vision;
- Support the continuous and consistent Aspirations Trust-wide focus on raising achievement and improving student outcomes;
- Ensure the Aspirations framework is embodied in every aspect of their practice.
- Deliver high quality lessons and support the culture of excellence and challenge.

Salary: Teacher Pay Scale

Department: Applied Transdisciplinary Learning

Accountable to: ATL Lead

Terms and conditions of employment:

The job description should be read in conjunction with the contract of employment that shall set out the key terms and conditions of appointment.

Job purpose:

To support the raising standards of student attainment and achievement within the subject area and to monitor and support student progress.

Professional Duties

- To be accountable for student progress and development in Year 7 classes at KS3

Duties and responsibilities:

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the line manager.

In doing so the postholder will:

- To plan, prepare and teach the curriculum in line with statutory requirements and the academy's schemes of work, ensuring teaching of the highest standard.
- To plan and lead intervention as necessary to support students to reach their full potential.
- To ensure that lessons consistently model best practice and their classroom becomes a beacon of excellence.
- To create a stimulating, organised, interactive and informative learning environment that encourages each child to achieve their potential.
- To work co-operatively as part of a teaching team, including planning work for support staff.
- To monitor and assess pupils' work, using these assessments to inform planning and set targets that promote continuity and progression.
- To ensure the individual needs of the pupils are met through differentiated work, allowing for the highest standards to be achieved by all.
- To work in partnership with parents and other members of staff to promote the wellbeing and educational progress of each pupil.
- To maintain good order and discipline within the class, in line with the academy's behaviour policy.

Learning and Developing

- To actively take part in professional development, sharing expertise and experiences as required.
- To actively extend own professional learning via collaborative study, attendance at INSET and reading to keep abreast of new developments.
- To engage in enquiry-based learning as part of the academy's approach to strategic improvement in order to maintain and develop a teaching and learning environment of the highest standards.

Operational and Strategic duties:

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area
- To monitor and support the overall progress and development of students as a teacher/form tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student attainment
- To share and support the academy's responsibility to provide and monitor opportunities for personal and academic growth
- To attend all appropriate meetings
- To ensure that Health and Safety policies and practices, including risk assessments, throughout the curriculum area are in-line with national requirements and are updated where necessary, therefore liaising with the academy's Health and Safety Manager

Staff Development Responsibilities:

- To take part in the academy's staff development programme by participating in arrangements for further training and professional development

- To continue personal development in the relevant areas including subject knowledge and
- teaching methods
- To engage actively in the Performance Management Review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the academy

Student Support Duties:

- To support the overall progress and development of students within the subject area.
- To ensure the Behaviour Management system is implemented in their classes so that effective learning can take place.

Management Information Responsibilities

- To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc
- To complete the relevant documentation to assist in the tracking of students
- To track student progress and use information to inform teaching and learning
- To support the subject coordinator in monitoring data and progress across the team

Managing Effective Communications

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with persons or bodies outside the academy
- To follow agreed policies for communications in the academy
- To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools
- To contribute to the development of effective subject links with external agencies

General:

- Attend training sessions and meetings as required.
- Work in accordance with data protection regulations.
- Uphold the Trust's policy in respect of child protection and safeguarding matters.

Equal Opportunity

- The post holder will be expected to carry out all duties in the context of and in compliance with the academy's equal opportunities policies.
- This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve

Person Specification:

Assessed at application stage (A) Assessed at interview/task stage (R)

| Criteria | Essential | Desirable |
|--|-----------|-----------|
| Knowledge and Qualifications | | |
| Degree or equivalent | A | |
| Qualified Teacher Status | A | |
| Any further relevant training. | | A,R |
| Professional Experience | | |
| At least one year of successful teaching experience with demonstrable impact on student progress | A,R | |
| Professional Knowledge, Understanding and Skills | | |
| Knowledge of curriculum developments related to the post | A,R | |
| Ability to use recent developments to inform own and others practice | A,R | |
| Proficient in Microsoft Office applications (Word, Excel, PowerPoint, Internet and email) and in using student record information systems | A,R | |
| Good understanding of how children learn and how to raise standards of achievement. | A,R | |
| Ability to interpret and act on a wide range of key data. | A,R | |
| Personal and Interpersonal | | |
| A passion for education and making a difference with demonstrable commitment to achieving the highest possible standards for all learners and a proven record of enabling learners to fulfil their potential. | A,R | |
| Excellent interpersonal skills and the ability to communicate effectively, both orally and in writing, with all stakeholders demonstrating the ability to command respect from students, parents, colleagues governors and other members of the community. | A,R | |
| Demonstrable resilience evidenced by ability to work effectively and reliably under pressure | A,R | |

| | | |
|--|-----|--|
| The ability to adapt to varied roles, responsibilities, schedules and contexts. | A,R | |
| Effective in taking the initiative and showing a spirit of adventure to explore and expand their own learning independently beyond the basic mastery of skills. | A,R | |
| Effective reflection - Examine and critique the work or performance of themselves and others to make modifications and continuously improve. | A,R | |
| Effective in managing behaviour and in motivating all learners to make a positive contribution to the learning environment and fulfil their potential for learning | A,R | |
| Effective ability to assess the emotions of others and adapt words, tone and body language to build strong productive relationships and cooperate with others as an effective member of teams. | A,R | |
| Excellent attendance and punctuality record. | A,R | |
| Strong ability to collaborate with demonstrable capacity to be a good team leader. | A,R | |
| Demonstrable effectiveness in promoting equality and diversity through teaching, managing the learning environment and challenging discriminatory behaviour and attitudes | A,R | |
| Knowledge | | |
| Knowledge of child protection and safeguarding | R | |
| Knowledge of the potential barriers to learning | R | |