

**Post Title:** **Classroom Teacher & Form Tutor**

**Line Management** **Head of Faculty and Progress Leader**

### **General Responsibilities**

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- 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 school's responsibility to provide and monitor opportunities for personal and academic growth.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

**Disclosure level:** **Enhanced**

### **Teaching and Learning**

- To undertake a designated programme of teaching
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Department
- To contribute to the Curriculum Area and department's development plan and its implementation.
- To plan and prepare courses and lessons.
- To teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To contribute to the whole school's planning activities.
- To assist the Head of Faculty and the Vice Principal (Curriculum), to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives

- To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's ethos.

### **Assessment and Reporting**

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- To assess, record and report on the attendance, progress, and development and attainment of students and to keep such records as is required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.
- 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 communicate effectively with the parents of students as appropriate.
- Where appropriate, to communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools

### **Resource Management**

- Ensure that the resources are deployed efficiently within their teaching areas
- To assist the Head of Faculty to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To contribute to the process of the ordering and allocation of equipment and materials.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

### **Professional Development**

- To take part in the school'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 school.

### **Other Specific Duties:**

- To play a full part in the life of the school community to support its ethos and to encourage staff and students to follow this example.

- To support the school in meeting its legal requirements for worship.
- To continue personal development as agreed.
- To comply with the school's Health and Safety policy and undertake risk assessment as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above.

#### **Form Tutor Responsibilities:**

- Promote the general progress and well-being of the Form Group as a whole
- Encourage high standards of work, behaviour and appearance
- Set a good example in punctuality, dress code etc
- Liaise with Progress Leader to ensure the implementation of the school's Care and Guidance system
- Register students, and encourage their full attendance, good punctuality at all lessons and their participation in other aspects of school life.
- To follow up student absence using school procedures thus preventing large amounts of un-cleared absences
- Maintain an up to date form notice board in the form room
- Keep up-to-date student records as may be required.
- Use Student planner as primary communication between school and home
- Evaluate and monitor the progress of students through the monitoring system and to assist students in target setting
- Contribute to the preparation of Progress Reviews, and other reports including the tutor comment at the end of the academic year
- Alert staff to problems experienced by students and to make recommendations as to how these may be resolved
- Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- Contribute to the delivery of the PSHE, Citizenship programme.
- Apply the Behaviour Management systems so that effective learning can take place including action on red slips where appropriate
- Attend year team meetings
- Attend Year 6 – 7 Transition Evenings and events
- Attend Year 7 Tutor Parent Consultation Evening

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This role profile is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

**Person Specification – Classroom Teacher/Form Tutor**

Key Areas of Role	Specification for this Job	Essential/ Desirable
Qualifications (Number, type and level of qualification. Equivalent experience, if appropriate)	<ul style="list-style-type: none"> <li>• Graduate with Qualified Teacher Status</li> <li>• Recent relevant professional development</li> <li>• Higher Degree</li> </ul>	<p>E</p> <p>E</p> <p>D</p>
Skills, knowledge and aptitudes	<ul style="list-style-type: none"> <li>• Ability to think strategically and successfully implement agreed strategies</li> <li>• Ability to analyse and solve complex issues with an eye for detail</li> <li>• Ability to work effectively with staff, students, governors, parents and the community</li> <li>• Ability to liaise and work with middle managers to promote the education of all children</li> <li>• Ability to inspire and lead a class of students</li> <li>• Ability to use Added Value data to promote learning and to set targets appropriate to pupils' abilities and needs</li> <li>• Ability to liaise with outside agencies</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
Personal qualities	<ul style="list-style-type: none"> <li>• High levels of drive and energy</li> <li>• High levels of interpersonal skills</li> <li>• Commitment to comprehensive education and high student expectations</li> <li>• Ability to set and achieve realistic goals for students</li> <li>• Ability to support, motivate and inspire others</li> <li>• Sense of humour, good listener, positive outlook</li> <li>• Ability to impose calm</li> <li>• Ability to work as part of a team</li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>

Professional knowledge and understanding	<ul style="list-style-type: none"> <li>• Special educational needs, code of practice (revised) etc.</li> <li>• Child protection issues</li> <li>• Strategies for school improvement</li> <li>• Strategies for developing effective teaching/learning</li> <li>• Strategies for ensuring good behaviour</li> <li>• Data analysis and target setting</li> <li>• Work-related, vocational and new 14-19 curriculum</li> </ul>	E  E E E E D D
Other	The ability to converse at ease with members of the public and provide advice and information in accurate spoken English.	E