Honywood School
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Job Description
TEACHER - Main Scale

Role Purpose	The role of a Honywood teacher is to deliver outstanding teaching and learning of their subject, supporting learners to achieve excellent results, and to be a positive role-model, upholding the school vision and impacting the school more widely. A teacher at Honywood should be someone that shows pride in their work; someone who cares and wants the best for their learners. A role model of professionalism.
Accountable To	Head of Department Headteacher
Responsible For	• Planning, resourcing and delivering lessons to the highest standard so that learners make excellent progress. • Provide a nurturing environment that helps pupils to develop as learners. • Contribute to establishing and maintaining high standards of behaviour across the whole school • Contribute to the wider character development of each child, supporting our capital enhancing curriculum
Salary/Grade	Main Scale

Core Responsibilities

- Set high expectations so that all learners are inspired, motivated and challenged to reach their full potential
- Create a positive climate for learning, by explicitly teaching lesson routines and applying behaviour systems consistently and fairly
- Plan and teach well-structured lessons which allow adequate time to embed new knowledge, understanding and skills and which are responsive to learner misconceptions
- Nurture every learner's intellectual curiosity, asking pertinent questions to deepen their understanding
- Systematically check learner's understanding and act to correct any misconceptions
- Provide learners with feedback and guidance that is aimed at moving their learning forward
- Ensure that all learners achieve highly and make significant and continuing progress at all levels
- Participate in and contribute to effective collaborative planning for every year group, contributing to the development of the curriculum
- Contribute to the planning of assessments and subject specific revision, including preparing learners for national examinations
- Review and reflect on each assessment, making intelligent use of data to identify underperformance, and plan appropriate support to address this
- Lead enrichment and participate in trips and visits to enhance the learning experience of all learners
- To ensure consistency with routines and expectations - eg: behaviour management, learning environment, meet and greet.

Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager and/or the head teacher to undertake work of a similar level that is not specified in this job description.
Employees are expected to present themselves and to act in a professional manner at all times.
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 applicants or continued employment for any employee who develops a disabling condition.

PERSON SPECIFICATION

Qualifications	Essential	Desirable
Qualified teacher status	x	
Good Honours degree	x	
Accredited or certified further CPL (Continuous Professional Learning) or training		x
Have participated in INSET related to whole school issues of educational leadership and management		x
Higher degree		x
Experience		
Evidence of outstanding learning & teaching skills, leading to consistently high standards of student achievement		x
Evidence of a proven track record of delivering excellent student outcomes at GCSE &/or A level		x
Experience of personal involvement in the wider curriculum		x
Experience of leading a whole school initiative		x
Knowledge/Skills		
To have excellent subject knowledge up to GCSE	x	
Knowledge of current developments in learning and teaching	x	
Develop a broad and imaginative range of learning and teaching skills within the team	x	
Work effectively and contribute successfully to a high performing team	x	
High level communication and presentation skills applicable to a range of audiences	x	
Think creatively and imaginatively to solve challenges and identify priorities within the faculty	x	
Knowledge of current developments in pedagogy	x	
An understanding of recent educational changes		x
Make effective use of assessment information and data to raise achievement	x	
Ability to anticipate problems, create solutions and identify opportunities	x	
Personal Attributes		
Commitment to the highest standards of child protection	x	
An enthusiasm and a deep commitment to promoting Honywood School Values	x	
A deep commitment to inclusion and equality of opportunity and working with disadvantaged young people	x	

Commitment to continuing professional development activities	x	
Ability to use appropriate interpersonal skills when relating to staff, pupils and parents/carers	x	
Enthusiasm for specialist subject and a desire to communicate that to others	x	
Demonstrate energy, vigour and perseverance and promote a 'Can Do' philosophy	x	
Ability to prioritise, plan, organise and evaluate the work of the faculty and that of learners	x	
The ability to work with resilience under pressure and to meet deadlines	x	
The capacity to build and maintain strong and effective relationships with all members of the school community		x
Professional and personal integrity	x	
Energy, enthusiasm and a positive approach to change and the challenges facing a rapidly improving school	x	

TEACHING A teacher must:
1 Set high expectations which inspire, motivate and challenge students
• establish a safe and stimulating environment for students, rooted in mutual respect
• set goals that stretch and challenge students of all backgrounds, abilities and dispositions
• demonstrate consistently the positive attitudes, values and behaviour which are expected of students
2 Promote good progress and outcomes by students
• be accountable for students' attainment, progress and outcomes
• be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
• guide students to reflect on the progress they have made and their emerging needs
• demonstrate knowledge and understanding of how students learn and how this impacts on teaching
• encourage students to take a responsible and conscientious attitude to their own work and study
3 Demonstrate good subject and curriculum knowledge
• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
4 Plan and teach well-structured lessons
• impart knowledge and develop understanding through effective use of lesson time
• promote a love of learning and children's intellectual curiosity
• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
• reflect systematically on the effectiveness of lessons and approaches to teaching
• contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
5 Adapt teaching to respond to the strengths and needs of all students
• know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
• have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development

• have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
6 Make accurate and productive use of assessment
• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
• make use of formative and summative assessment to secure students' progress
• use relevant data to monitor progress, set targets, and plan subsequent lessons
• give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.
7 Manage behaviour effectively to ensure a good and safe learning environment
• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
• manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
• maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
8 Fulfil wider professional responsibilities
• make a positive contribution to the wider life and ethos of the school
• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
• deploy support staff effectively
• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
• communicate effectively with parents with regard to students' achievements and well-being.

PERSONAL AND PROFESSIONAL STANDARDS

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.