

**TEACHING STAFF
JOB DESCRIPTION**

ROLE TITLE	Teacher of English KS3 – KS4
LOCATION	Secondary School (Years 7-11)
GRADE / SCALE POINT – SALARY	MPS/UPS
REPORTING TO	Head of Faculty

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all, schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:



The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2026 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs.

Excellent staff – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

To implement and deliver an appropriate 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 in order to facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

All teachers share in the corporate responsibility for the well-being and discipline of all students and be accountable for the achievement of the students they are teaching.

KEY TASKS & RESPONSIBILITIES

TEACHING AND LEARNING

- Manage student learning through effective teaching in accordance with the faculties schemes of work and policies.
- Ensure continuity, progression and cohesiveness in all teaching.
- Use a variety of methods and approaches to match curricular objectives and the range of student needs, and ensure equal opportunity for all pupils.
- Set homework regularly, to consolidate and extend learning and encourage students to take responsibility for their own learning.
- Work with Learning Support Staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
- Support individual learning, including students on the subject gifted and talented register, by planning work with appropriate challenge and monitoring and reviewing student outcomes regularly.
- Work within the Assessment for Learning Strategy, using clear and precise learning objectives and defining criteria for success for each lesson.
- Work effectively as a member of the Faculty team to improve the quality of teaching and learning, by contributing to the Faculty Development Plan and implementing and monitoring change.
- Implement new initiatives, school, local or national, by adapting classroom procedures accordingly, monitoring progress and reflecting on pedagogical outcomes.
- Set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
- Ensure that the learning environment supports high quality outcomes.
- Manage behaviour in line with the school behaviour policy.
- Plan, lead and deliver small group interventions when required.

MONITORING, ASSESSMENT, RECORDING, REPORTING AND ACCOUNTABILITY

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
- Track student progress, monitoring achievement against targets set, and take appropriate action on student outcomes.
- Assess students' work systematically and use the results to inform future planning, teaching and curricular development.
- Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
- Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
- Keep an accurate register of students for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

SUBJECT KNOWLEDGE AND UNDERSTANDING

- Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
- Keep up-to-date with research and developments in pedagogy in the subject area.
- Contribute to the effective use of subject resources, including evaluation of new materials and equipment.
- Keep up-to-date with technological change and the use of technology to enhance delivery, and student access, to the subject.

PROFESSIONAL STANDARDS AND DEVELOPMENT

- Be a role model to students through personal presentation and professional conduct.
- Arrive in class before the start of the lesson, and begin and end lessons on time.
- Cover for absent colleagues as is reasonable, fair and equitable.
- Be familiar with the School handbook and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
- Establish effective working relationships with professional colleagues and associate staff.
- Be involved in extra-curricular activities where appropriate such as making a contribution to after-school clubs and visits.
- Maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions.
- Liaise effectively with parent/carers and with other agencies with responsibility for students' education and welfare.
- Be aware of the role of the Governing Body of the School and support it in performing its duties.
- Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.

PASTORAL ROLE

- Lead a tutor group as a form tutor following the pastoral programme.
- Ensure students are clear about school expectations (e.g. uniform, equipment, behaviour).
- Build relationships with parents to support high engagement and attendance.
- Support the schools attendance strategy working with students in the tutor group to ensure they are happy and attend school regularly.
- Monitor students behaviour through the rewards and sanctions system e.g. when necessary use a tutor report to allow positive praise of a student.

HEALTH AND SAFETY

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety and Welfare.

CONTINUING PROFESSIONAL DEVELOPMENT

- In conjunction with the Line Manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School curriculum, which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
- Implement and develop pedagogic procedures introduced through school, local or government initiatives.
- Implement the use of new technologies that enhance teaching and learning.
- Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
- Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
- Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year; participate in collaborative planning sessions; provide additional student support and curriculum enrichment activities or any activity directed by the Headteacher.
- Contribute to Faculty development by sharing professional learning, expertise and skills with others in the team, through Faculty training activities such as coaching and mentoring.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

ADDITIONAL RESPONSIBILITIES

Undertake any duties reasonably requested by the Headteacher.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL REQUIREMENTS	DESIRABLE REQUIREMENTS
Qualifications	<ul style="list-style-type: none"> • A good degree or its equivalent in English. • Qualified teacher status. • Suitable qualification to support the teaching of GCSE English. 	
Knowledge / Experience	<ul style="list-style-type: none"> • Have taught at all levels of ability range KS3 and KS4. • Have a detailed knowledge of National Curriculum requirements of their subject. • Able to plan lessons effectively, setting appropriate and demanding expectations for students' leaving. • Able to mark and monitor students' class and homework, provide constructive oral and written feedback, set targets for students; progress and provide informative reports to parents. 	<ul style="list-style-type: none"> • Experience as a Form Tutor. • Skills to each other subjects. • High level of ICT skills.
Personal Characteristics	<ul style="list-style-type: none"> • Displays energy, enthusiasm and commitment. • Is able to contribute to extracurricular activities outside their own subject area. • Is able to prioritise and work under pressure. 	

	<ul style="list-style-type: none"> • Communicates effectively with students, colleagues and parents. • Is able to establish good working relationships with colleagues. • Secures a good standard of student behaviour in the classroom by establishing appropriate rules and high expectations. • Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained. • Maintains own professional development. 	
<p>Special Requirements</p>	<ul style="list-style-type: none"> • Right to work in the UK • Evidence of a commitment to promoting the welfare and safeguarding of children and young people. • Passion for Teaching and Learning. • Ambition and drive to support the Academy on its journey through Good to Outstanding. • This post is subject to receipt of a Disclosure and Barring Service Certificate. 	

September 2024