Job Description

POST: Teacher of Technology

SUBJECTS: Technology

GRADE: MPS/UPS

RESPONSIBLE TO: Learning Director / Assistant Principal

WORKING PATTERN: Full-time: 195 days per year and as described in the
                                     Secondary Teachers' Pay and Conditions document

KEY RELATIONSHIPS: Academy Leadership Team; relevant teaching and support
                                     staff; LA representatives; external agencies; parents. Dotted
                                     line to other Oasis Academies

DISCLOSURE: Enhanced

JOB PURPOSE:

- The provision of a full and effective learning experience and support for students
- To promote the Oasis Community Learning purpose, ethos and values statement
- 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 mentor an identified group of students in order to raise standards of attainment
- 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

RESPONSIBILITIES:

A   Operational/Strategic Planning

1. Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area
2. Contribute to the Curriculum Area's development plan and its implementation
3. Contribute to the whole Academy's planning activities

B   Subject Knowledge

1. Retain a thorough and up to date knowledge of the relevant aspects of the National Curriculum and related National Strategies

2. Take account of further curriculum guidance in planning and teaching, e.g. QCA schemes of work
3. Understand the contribution that ICT can make to teaching and have the appropriate knowledge and skills to use ICT in teaching
4. Take account of the curriculum as a whole, e.g. developing information-seeking skills in students
5. Understand and utilise the connections between different curriculum learning areas in relation to Academy specialism

C   Lesson Planning

1. Derive your planning from the Academy's agreed schemes of work or long-term planning and the relevant aspects of the National Curriculum
2. Identify, record and communicate learning objectives for lessons and sequences lessons
3. Take account of the needs of individual students, groups or classes in your planning
4. Demonstrate progression in students' acquisition of knowledge, skills and understanding in your planning of sequences of lessons
5. Make effective use of 'out of Academy' learning and other opportunities for learning outside of the classroom

D   Teaching/Classroom Management

1. Understand and apply effective lesson structures, classroom organisation, teaching strategies and methods appropriate to motivate different students and groups of students
2. Use a range of strategies to ensure that there is appropriate pace and challenge in lessons for all students
3. Manage efficiently and creatively the full range of resources available, including adults other than teachers
4. Provide positive and targeted support for any students with particular learning needs
5. Set clear expectations for maintaining appropriate learning behaviour in line with Academy learning policy
6. Maintain high levels of behaviour and discipline, dealing promptly and effectively with misbehaviour and bullying

E   Data Analysis/Assessment for Learning

1. Regularly evaluate the progress of students in relation to their prior attainment
2. Use analysis of data from internal academy assessments and National Curriculum assessments to plan lessons and sequences of lessons
3. Use local and national comparative academy data together with information about prior attainment to establish benchmarks and set targets for improvement
4. Report to colleagues on the progress of an individual, group or class, e.g. when changing classes
5. Monitor the progress of students through the continuous assessment of attainment against the learning outcomes set
6. Provide constructive, formative and summative feedback to students
7. Report to parents on the progress achieved by their child and the action required for further improvement
8. Liaise and work effectively with other professionals and agencies involved in the assessment and provision for students' needs (e.g., educational psychologist and SENCO)

F   Student Progress

1. Demonstrate that all students make appropriate and consistent progress against their prior attainment
2. Develop students' literacy, Numeracy and ICT skills through all subject teaching
3. Demonstrate that the level of students' progress is as good as or better than local or national student performance in similar settings
4. Demonstrate that students of different background, behaviour and/or ability make appropriate progress
5. Demonstrate that students meet or exceed their own challenging individual targets and that the rate of their progress is generally better than that achieved by students in similar settings both locally and nationally

G   Professional Development

1. Create and maintain a professional development portfolio in line with academy professional development policy
2. Participate in and engage with academy and/or external INSET and professional development activities
3. Demonstrate improvement in your teaching and students' learning as a result of professional development
4. Share the outcomes of professional development with colleagues
5. Use the opportunity of changing duty, role or responsibility to develop further professional expertise
6. Take action as a result of feedback and identified development needs

H   Academy Ethos

1. Implement Academy policies and procedures consistently
2. Ensure your work contributes to the Academy's ability to meet its aims, vision and values
3. Contribute to team, learning area or Academy improvement planning
4. Demonstrate that your work contributes to the progress made by the Academy in achieving its priorities for development

I   Professional Characteristics

1. Provide challenge and support to all students
2. Inspire trust and confidence in students
3. Build team commitment amongst students and with colleagues
4. Engage and motivate students to do their best
5. Demonstrate analytical thinking in your work
6. Demonstrate positive action to improve the quality of students' learning

J   Pastoral System

1. To liaise with Pastoral Team to ensure the implementation of the Academy's pastoral system
2. To register students, accompany them to Assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life
3. To facilitate student participation in Assemblies

K   Communications

1. To follow agreed policies for communications in the Academy

2. Where appropriate, to communicate and co-operate with persons or bodies outside the Academy
3. To communicate effectively with the parents of students as appropriate

L   Marketing & Liaison

1. To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings, Review days and liaison events with partner academies
2. To contribute to the development of effective subject links with external agencies

M   Other Specific Duties

1. To play a full part in the life of the Academy community
2. To support the Academy in meeting its legal requirements for worship
3. To promote actively the Academy's corporate policies
4. To continue personal development as agreed
5. To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate
6. To undertake any other duty as may, from time to time, be required by the Principal

Additional Notes

1. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
2. 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
3. The academy 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
4. Oasis Academy Immingham is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Teacher
Person Specification

Our Purpose

Oasis Academy Immingham exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence. By encouraging a 'can do' culture we will nurture confident and competent people

Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our Academies. This is foundational to our belief that all people are created and loved by God and to our commitment to model inclusion and compassion throughout all aspects of the life and culture of the Academy community. It is vital, therefore, that our staff own our Christ-centred ethos and the values which flow from it.

For further information, please refer to the Oasis Community Learning Purpose, Ethos and Values document which can be downloaded from
www.oasiscommunitylearning.org/about_ocl.html

	Essential	**Desirable**
Qualifications	• A Degree + PGCE (or equivalent teaching qualification)	• Further completed professional study
Experience, Skills and knowledge	• Evidence of excellent teaching ability • Excellent communication skills • Commitment to extended learning • A demonstrable ability to analyse performance data, reviewing patterns and take appropriate action • Demonstrable ability to undertake rigorous self-evaluation and use the findings effectively • Competent in ICT and willing to be trained as required	• Evidence of raising achievement

Personal **Qualities**	- Willingness to own Oasis Community Learning ethos and values - A good role model for other staff and students - relentlessly enthusiastic, reliable and committed - A demonstrable commitment to the performance management - Able to prioritise and manage own time effectively, balancing the demands made by teaching, subject or team management and involvement in Academy development - Able to demonstrate diplomacy, credibility and stature - Creative thinker - Team player who is able to work collaboratively in a diverse team - Able to deal with people from a broad cross-section of backgrounds at all levels internally and externally - Comfortable when working in uncharted territory - Sound personal judgement and discretion - The ability to converse at ease with parents/students and members of the public, and provide advice in accurate spoken English	