

Job Description

Trainee Teacher (Cover Teacher)

Reports to: Faculty Leader and Cover Manager

Responsible to: Principal

Pay Scale: Unqualified Teacher Scale Points 1-3
*progression and passing of probation (1 year) based on completion of L3 T&L in first year and L5 T&L in second and third year which will be paid for by the College. Please note the College will pay for the Level 5 Diploma in Education and Training. If a trainee wishes to convert to a PGCE, then this will be supported when they move to Point 1 of the teaching scale but must be paid for by the trainee themselves through a loan.
**non-qualified teachers can only progress to point 2 of the teachers pay scale.

Hours of Work: Full-time 195 days

Key purpose of role:

This training position is offered to support the development of the quality of education in the College. The primary of the focus will be to develop the skills required for the teaching of a specific subject, but the trainee will be required to cover other subjects according to College needs.

During the period of training, the post holder will be offered the opportunity to gain valuable in-class experience as the lead teacher for a specified number of classes, alongside bespoke training, combined with offering additional cover teaching in the remainder of the contracted time. The balance between leading learning and supporting classes with shift through the course of the training period for this post. The post holder will be expected to gain an initial L3 T&L qualification in the first year and a L5 qualification in the second and third years. There will also be a specified block of training for postholders to allow for CPD supporting their teaching.

Balance of teaching and training will change according to the skills, knowledge and any experience but until the trainee has completed Level 5 qualifications, there is an expectation that they will be full-time but will have at least one block of training in which to prepare their materials. Blocks of cover will be organised depending on teaching load and the requirements of the individual and College.

To maintain and develop high standards of teaching and learning in the delivery of the courses for which the staff member is responsible. The postholder will plan and deliver high quality effective teaching and learning and professional and caring support, enabling students to enjoy learning and achieve their full potential.

To undertake the professional duties of a teacher in accordance with this job description and the DfE Professional Teachers' Standards. To supervise and deliver prepared lessons and tutorials in the absence of a teacher to ensure learning and development is continued.

Main Responsibilities:

A1. TEACHING RESPONSIBILITIES:

To enable the effective and enjoyable learning by students through:

1. Effective planning and preparing lessons appropriate to the educational needs and examination requirements of students, and working to an updated scheme of work which includes statements on teaching methodology
2. Delivery of high quality and effective teaching, based on best practice; ensuring that appropriate teaching methods are used to keep students engaged, using a variety of teaching and learning styles, clear presentation and excellent use of resources
3. Setting, assessing and marking students' work as determined by college and curriculum team/ subject policy. Providing constructive oral and written feedback, setting targets for students' progress in order to raise their level of achievement
4. Maintaining clear and accurate records of students' marks, attendance and progress
5. Reporting on all students' attendance and progress on a regular basis through the college's profiling scheme
6. Create a purposeful, positive and supportive teaching environment, sensitive to equal opportunity, individual needs and health and safety issues.
7. Taking actions to address issues with student attendance or performance in their classes, including but not limited to calling and emailing students and families to check on situation and offer support as required.
8. Supporting students through communication and/or meetings with other members of staff and parents as required, including relevant pastoral elements, and curriculum support including through sessions such as SET at the end of the college day
9. Compiling UCAS subject references and supporting students with UCAS applications as required that are specific to their subject area
10. Understanding and knowing the intending destinations of their students, supporting them in working towards those aims and knowing the eventual progression routes of students in their classes
11. Attending parents' evenings as required
12. Maintaining a thorough and updated knowledge of subjects taught by, amongst other things, regularly participating in INSET and other professional development activities.
13. Evaluating and reviewing courses of study and teaching methods.

Faculty Responsibilities:

14. Taking part in curriculum team discussions and initiatives as directed by the Curriculum Team Leader
15. Contributing to curriculum development work and departmental schemes of work

16. Constructive participation in faculty meetings and supporting colleagues and the sharing of resources/ ideas

A2. COVER TEACHING RESPONSIBILITIES:

To support the delivery and teaching of lessons where the substantive teacher is unavailable by:

1. Working with teachers to ensure that all students in class make at least the progress expected of them by providing support to teaching staff whilst gaining further experience of the classroom environment.
2. Motivating students to make sure they complete tasks set by the teacher as directed by the teacher.
3. Supporting the management of student behaviour and welfare working with learning support assistants, student mentors and tutors where appropriate.
4. Supervising classes and ensure work set by teachers is completed by students if a teacher is absent.
5. Reporting progress to relevant teaching staff and liaising with other professionals and colleagues as necessary.

B. STUDENT PERSONAL DEVELOPMENT AND WELLBEING RESPONSIBILITIES

The postholder will monitor the academic progress and the wellbeing of students in their classes by:

1. Registering students regularly and accurately
2. Ensuring that all information relevant to students is passed on where appropriate
3. Chasing up concerns about student attendance and/or effort in their class as appropriate and following college process and procedure
4. Communicating with other staff to ensure support for students' progress and ensuring that the College's cause for concern procedures are followed
5. Encouraging students to seek careers advice and develop career aims with a focus on intended destinations. To review destinations of students in their classes.
6. Assisting students with their UCAS applications where appropriate and drafting their subject references

Where appropriate and a teaching member of staff is under utilised with regards to teaching delivery, they may be instructed to take responsibility for a progress group. If a member of staff is one block light in their timetable, they could be asked to take on two Progress Groups in this time. Responsibilities in such a circumstance would be as detailed in the Progress Tutor Job Description.

The College reserves the right to review and amend the duties contained within this job description, as considered reasonable, in accordance with the wider business needs and in the interests of students. From time to time these duties may change as the requirements of the job change and due consultation will take place in advance of such change.

C. WIDER COLLEGE RESPONSIBILITIES

The postholder will work to secure the successful development of the College by:

1. Attending all scheduled briefings, staff meetings, curriculum team meetings, and other working groups/committees. P/t teachers to attend as agreed in annual calculation of hours, or to work the time owed for meetings due to non-attendance.

2. Participating in the Professional Review and Development, lesson observation schemes and staff development activities
3. Contribute to the College and faculty self-assessment/ planning
4. Ensuring that during the 195 working days (or pro-rata equivalent), college work, as defined in individual job descriptions, has priority over other work and out of college responsibilities
5. Upholding the College's obligations outlined in the College Contract
6. Contributing to Open Day and other publicised events and activities designed to promote the College as a whole and the individual opportunities it offers
7. Understanding and complying with the DfE professional Teachers' Standards and keeping up to date with changes in legislation and guidance

D. TRAINING RESPONSIBILITIES

The postholder will undertake training as stipulated in their contract of employment and as required to deliver high quality provision by:

1. Completing a L3 T&L qualification in their first year if not already done
2. Completing a L5 T&L qualification in their second and third year, or earlier if appropriate
3. Undertaking designated training programmes within the College to further support development
4. Participating in observations and reflecting on learning
5. Producing evaluation of teaching and delivery and improving practice based on training and INSET received internally and externally

All employees have a duty for safeguarding and promoting the welfare of children and young persons and must have due regard to the need to prevent people from being drawn into terrorism. Staff must be aware of the College's procedures for raising concerns about children's welfare and must report any concerns to the Designated Safeguarding Lead without delay. Staff must also ensure they attend the appropriate level of safeguarding children training identified by the College as relevant to their role.

The post holder will also:

1. Work with the College leadership to contribute to the College's Quality Assurance processes as required
2. Participate in the College's Professional Review and Development Scheme as required and attend training and development as appropriate to the role
3. Work within the guidelines and policy and procedure requirements laid down by College policies in such matters as Safeguarding, Health and Safety, Risk Management and Equality and Diversity
4. Set a positive ethos, demonstrate day to day positive behaviours and commitment to the College's Core values of Excellence, Care, Diversity and Integrity
5. Maintain confidentiality regarding sensitive or personal information.

6. The post holder will be required to carry out such reasonable additional duties as may from time to time be determined by their Line Manager or Principal
7. This job specification is subject to annual review by the Deputy Principal or Principal. Any changes in substance or interpretation will be implemented after consultation with the post holder

Health and Safety Responsibilities of all staff:

1. Under the Health and Safety at Work etc. Act 1974 it is the responsibility of all individual employees to take care of their own health and safety at work, and that of others who may be affected by their acts or omissions at work. This includes co-operating with management in complying with health and safety obligations, particularly by reporting promptly any defects, risks or potential hazards
2. Report any incidents, accidents and near misses to line manager in accordance with EN Policy
3. Ensure that personal protective equipment (PPE) provided for their safety is maintained and used appropriately and that any problems are reported immediately to their line manager
4. Report any health concerns to line manager or HR Team which may be work related or which may affect their ability to do their job safely
5. Attend all statutory and essential H&S training as designated by the line manager
6. Comply with College and faculty H&S procedures relevant to their particular area and systems of work including emergency procedures

This job description complements the Conditions of Service Teaching Staff Handbook agreed nationally by the Joint Associations and the SFCA (Sixth Form Colleges' Employers' Association) or any document which is adopted by the College to replace it. Copies of this Handbook are available on Sharepoint/Policies & Procedures/HR

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| Signed (postholder) | |
| Date | |

PERSON SPECIFICATION: Trainee Teacher

| CRITERIA | ESSENTIAL | DESIRABLE | Assessed From: |
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| QUALIFICATIONS, TRAINING AND DEVELOPMENT | <p>Educated to degree level or equivalent and able to teach on a range of courses within the subject area</p> <p>Those teaching a specific subject exclusively or principally are required to hold a degree in a relevant discipline which contains a significant element of the study of the specific subject area.</p> <p>For teachers for whom the specific subject area is a minor part of their teaching commitment, evidence of relevant skills or experience may be appropriate, such as a good A level pass in the subject or previous teaching in the discipline</p> <p>GCSE Maths & English at grade C or above (or equivalent Level 2 qualifications).</p> | <p>Evidence of continuous INSET and commitment to further professional development</p> <p>Qualified teacher status</p> | Application Certificates |
| KNOWLEDGE/ UNDERSTANDING | <p>Up to date subject knowledge</p> <p>Understanding of the requirements of Safeguarding, Equality and Diversity, Learning Support, Health & Safety</p> <p>Demonstrates understanding and commitment to supporting the College to meet its targets for success</p> | Knowledge of 16-19 curriculum and of national developments within the 6-19 sector | Application Interview References |
| EXPERIENCE | Sound subject-related experience | <p>The role could be suitable for a new entrant to teaching or an experienced teacher</p> <p>Recent experience of working with young people</p> | Application Interview References |

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| SKILLS/ ABILITIES | <p>Confident communicator with excellent verbal and written communication skills - ability to communicate effectively with staff, students and parents</p> <p>Able to teach at any course level within the team</p> <p>Able to self-review/reflect on own practice</p> <p>Good motivational, organisational and planning skills</p> <p>Ability to create a happy, challenging and effective learning environment</p> <p>Able to act appropriately on own initiative as well as take direction</p> | <p>The ability to offer a second subject would be an advantage</p> | <p>Application Interview Lesson Observation References</p> |
| ATTRIBUTES | <p>Flexibility, approachability, empathy</p> <p>High expectations of students in terms of behaviour and achievement</p> <p>Supportive team player who enjoys effective collaboration with colleagues</p> <p>Ability to remain calm and effective under pressure</p> <p>Willing to play a part in the wider life of the College community</p> | | <p>Interview References</p> |