TEACHER

JOB DESCRIPTION
&
PERSON SPECIFICATION

RESPONSIBLE TO: CURRICULUM LEADER

To ensure all students reach their potential through delivery of high quality teaching and learning, alongside effective monitoring, assessment and target setting.

KNOWLEDGE & UNDERSTANDING

- Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements at a standard equivalent to degree level to enable you to teach confidently and accurately at KS3, KS4 and Post-16

- Have a secure knowledge and understanding of your specialist subject, including level descriptors at KS3 & KS4 as well as Post-16 examination specifications and courses

- Understand progression across Key Stages in your specialist subject. Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject.

PLANNING & SETTING EXPECTATIONS

- Plan effectively to ensure that students have the opportunity to meet their potential, notwithstanding differences of race and gender, and taking account of the needs of students who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available

- Plan effectively, where applicable, to meet the needs of students with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans

- Identify clear teaching objectives, success criteria, content, lesson structures and sequences appropriate to the subject matter and the students being taught

- Set appropriate and demanding expectations for students' learning and motivation.

- Set clear targets for students' learning, building on prior attainment.

TEACHING & MANAGING STUDENT LEARNING

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.

- Use teaching methods including a variety of differentiation strategies which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.

- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

- Set appropriate and challenging targets using prior attainment and assessment information.

- Secure a good standard of student behaviour in the classroom by establishing appropriate and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.

- Record and liaise with any colleague as and where appropriate to support students' and their learning.

ASSESSMENT & EVALUATION

- Assess how well learning objectives and success criteria have been achieved and use this assessment for future teaching and student learning.
- Assess and record students progress systematically, including data tracking, focused observation, questioning, testing and marking.
- Mark and monitor students' class and homework in line with department policy and provide constructive oral and written feedback, setting targets for students' progress.
- When applicable, understand the demands expected of students in relation to the National Curriculum, KS4 and Post-16 courses.
- Recognise the level that a student is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject taught.

STUDENT ACHIEVEMENT

- Set clear targets for improvement of students' achievement, monitor students' progress towards those targets and use appropriate teaching strategies and interventions in the light of this.
- Be committed to ensuring that every student is given the opportunity to reach their potential.

RELATIONSHIP WITH PARENTS & WIDER COMMUNITY

- Complete reports and SDC for parents and tutors.
- Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples.
- Understand the need to liaise with agencies responsible for students' welfare.
- Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.

MANAGING OWN PERFORMANCE & DEVELOPMENT

- Understand the need to take responsibility for your own professional development and to keep up to date with research and developments in pedagogy and in the subjects you teach.
- Understand your professional responsibilities in relation to school policies and practices.
- Set a good example to the students you teach in your presentation and your personal conduct.
- Evaluate your own teaching critically and use this to improve your effectiveness.
- Take responsibility for implementing school policies and practices, including those dealing with bullying and racial harassment.
- Take responsibility for your own professional development, setting objectives for improvements, and taking action to keep up-to-date with research and developments in pedagogy and in the subject you teach.
- Share your good practice within your team and across other teams in the school.

MANAGING & DEVELOPING STAFF AND OTHER ADULTS

- Establish effective working relationships with professional colleagues including, where applicable, associate staff
- Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning

MANAGING RESOURCES

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives & outcomes to be met

OTHER PROFESSIONAL REQUIREMENTS

- Have a working knowledge and understanding of the teacher's professional duties
- Attend and participate in school meetings
- Be a form tutor / mentor and to carry out the related duties
- Take an active part in the school enrichment programme
- To adhere to School Teachers Profession Standards.
- To undertake any other duty as specified by School Teachers Pay & Conditions Document

All staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. They are required to support and follow all relevant school policies including those for behaviour and child protection. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. They should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved assisting pupils for whom English is an additional language

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk 'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Signed: _____ **Date:** _____
(Employee)

Signed: _____ **Date:** _____
(Headteacher)

PERSON SPECIFICATION

	Essential	Desirable
Qualifications		
• Degree	✓	
• Qualified Teacher or pending QTS	✓	
• A minimum of one year's experience as a Qualified Teacher		✓
• Ability to apply knowledge and skills from theory in a practical classroom context	✓	
• Ability to motivate and encourage students	✓	
• Effective Classroom Manager	✓	
• Can use ICT effectively to support learning		✓
Planning & Organising		
• Good organisational ability	✓	
• Able to organise own teaching resources and activities to deadline and quality standards	✓	
• Able to plan, manage, organise and assess teaching objectives	✓	
• Able to contribute to the design of subject units, curriculum development and new teaching approaches	✓	
• Ability to plan time effectively and meet deadlines	✓	
• Ability to use differentiation in order to meet the needs of the students	✓	
Problem Solving and Initiative		
• Able to demonstrate understanding of complex problems and apply in depth knowledge to address them		✓
• Able to develop original techniques, methods and solutions		✓
Management Skills		
• A team player able to work effectively in a team, understanding the strengths and weakness of others to help team development	✓	
• Able to manage and deliver own course units and contribute to team-taught course units	✓	
• Able to supervise work of students	✓	
• Able to contribute to wider school management, administration and initiatives	✓	
• Ability to create effective relationships with a variety of different people	✓	

	Essential	Desirable
Communicating and Influencing		
• Able to influence desired student behaviour	✓	
• Able to generate enthusiasm in students	✓	
• Good communication skills, able to clarify and explain instructions clearly	✓	
General		
• Empathy with students and sympathetic to their needs	✓	
• Professionally discrete and able to respect confidentiality in particular areas	✓	
• To be involved in ongoing Professional Development	✓	
Personal Qualities		
• Commitment to an ethos of high standards, personal fulfilment and academic success	✓	
• Good health and attendance	✓	
• Energy, stamina and determination	✓	
• A sense of humour and ability to remain calm under pressure	✓	