

**Being an ECT at Nobel School**

We are extremely proud of the provision that we offer to our early career teachers.100% of colleagues recruited as ECTs in September 2021 have chosen to stay at Nobel having successfully met the requirements for completion of induction.

As you embark on your teaching career as an ECT, you will have a comprehensive induction programme of mentoring and support personalised to meet your professional development needs.

**All ECTs can expect:**

* Instructional coaching informed by the latest research about effective professional development.
* Support and guidance from a subject mentor and coach.
* Weekly timetabled mentor meetings.
* Regular low-stakes observation and coaching meetings.
* Termly professional reviews of progress with the professional mentor (member of Senior Leadership Team).
* Observations of experienced teachers.
* Access to the ECF through ‘The Stevenage Group’. This will allow you to meet and network with other ECTs across Stevenage.
* Termly assessments in line with County guidance.

Nobel has a strong history of successful ECT induction.  You can be assured that you will receive the very best experience on offer.

**Person Specification**

**Teacher of Sociology**

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| **Essential** | **Desirable** |
| Skills and Experience |
| Education to degree level plus teaching qualification |  |
| Evidence of successful initial experience or teaching practice | Teaching practice or experience in a comprehensive/wide ability school |
| Potential expertise in the teaching of Sociology at *KS3 and KS4* | Interest in teaching Child Development and/or Psychology  |
| Willingness and ability to participate in extra-curricular activity.  | Experience of extra curricular involvement |
| Good knowledge and understanding of the National Curriculum in Sociology | Experience of the formal assessment of students’ work |
| Excellent oral and written communication skills | Good/excellent IT skills |
| Personal Qualities |
| Commitment to teamwork and collaboration |  |
| Ability to establish good relationships with students, parents and staff |  |
| Dependability and sound organisational skills | Good time management |
| Enthusiasm and good sense of humour | Perseverance |
| Flexibility |  |

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**Job Description**

**Purpose**

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school’s polices and the national teaching standards 2013.

**Job Context**

The primary responsibility of all teachers is to ensure that all students within their teaching and form groups attain to their maximum potential. The objectives are to ensure:

* consistently high standards of learning and teaching
* continual progress in educational achievement
* positive attitudes to learning and school
* personal and social development

Working Time: 195 days / 1265 hours per year - Full time (or Part-time equivalent).

| **Area** | **Responsibilities** |
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| **Line Management** | * Responsible to: Head of Faculty
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| **Teaching & Learning** | * Plan and prepare lessons in line with subject schemes of work, using appropriate teaching methods and resources.
* Contribute to the development of Schemes of Work and Subject/Faculty/PSHE policies.
* Undertake rigorous form tutoring/PSHE lessons, making planned and effective use of all teaching and tutoring time.
* Ensure the effective and efficient deployment of classroom support.
* Ensure students are fully prepared for external examinations.
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| **Pastoral** | * Set high expectations for students’ behaviour, establishing and maintaining a good standard of discipline
* Undertake student supervisory duties and cover for absent colleagues in line with school procedures
* Maintain discipline in accordance with the school Behaviour for Learning Policy.
* Encourage good practice with regard to punctuality, behaviour, health & safety, standards of work and homework.
* Make every reasonable effort to ensure the Home School Agreement is adhered to.
* Provide guidance and advice to students on educational and social matters, especially in the role as form tutor, if applicable.
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| **Assessment** | * Assess and record each student’s progress through observation, questioning, testing and marking.
* Make effective use of national, local and school data to set clear targets for students’ achievement and to monitor progress.
* Meet tracking and reporting deadlines.
* Contribute to subject/faculty monitoring of student assessment and keep DOLs, HOYs & Form tutors informed about student progress.
* Ensure effective assessment of students for external examinations, as required.
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| **Reporting/****Communication** | * Ensure familiarity with reporting requirements and prepare and present informative reports for parents.
* Communicate as appropriate with parents of students and external bodies concerned with student welfare.
* Take part in activities such as Parents’ evenings, Review Days, Open Evenings, Faculty meetings, staff meetings and other meetings/events as required.
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| **Form Tutorship (if applicable)** | * Promote high aspirations by monitoring the academic progress of form members and their attitudes to learning.
* Provide pastoral care of the form group, which supports the aims and values of the school, encouraging positive attitudes towards the Year and House systems.
* Establish and maintain high standards of behaviour and discipline in accordance with the schools Behaviour for Learning policy;
* Monitor and support academic progress, attitude to learning and the behaviour of form members, intervening when needed and communicating with parents/carers when required.
* Participate in family focused events, e.g. Form Tutor Evening and New Intake Evening.
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| **Performance Appraisal** | * Participate fully in the school’s Performance Appraisal arrangements.
* Review own professional development and identify training needs.
* Take part in lesson observations to share good practice and as part of the school’s self-evaluation.
* Act on advice and feedback given and be open to support to improve own performance.
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| **Other**  | * Attend assemblies
* Take registers for classes.
* Provide suitable cover work in good time for planned absences.
* Establish effective working relationships and set a good example through personal and professional conduct.
* Any other duties requested by line manager, HOF or Headteacher/SLT link.
* To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
* To promote actively the school’s corporate policies and to comply with the school’s Health and safety policy and undertake risk assessments as appropriate.
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| **MPS** | * Main Pay Scale teachers in Band 1 (Teacher) are expected to meet the criteria laid down in the school’s Pay Policy.
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