



JOB DESCRIPTION

Teacher of English

REPORTS TO:	Senior Leader, Faculty Lead of English
PAYSCALE:	Main Scale to Upper Pay Scale (£33,074 – £50,470) <i>Salary will be dependent on experience</i>
LOCATION	Mark Hall Academy
TERMS:	You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher.
CONTRACT:	Permanent – Full Time – Start date ASAP but negotiable

PURPOSE OF THE JOB

- Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Liaison with:

- The post-holder will be expected to network and liaise with the Head of Faculty, Faculty Team, Teaching / Associate Staff, School Representative, External Agencies, Students and Parents.

Oversight of:

- Students' attainment, progress and outcomes.

Specific Responsibilities

- To teach and be responsible for the progress of English students across key stages, including GCSE under the direction of the Head of Faculty
- To work with the Head of Faculty to plan, develop and improve the extra-curricular offering for English
- To adapt the curriculum to ensure the needs of all pupils in your classroom are met and pupils see the relevance in the curriculum content within your subject area
- To embed the knowledge gained from CPD to help improve quality of education in your subject.
- To ensure students in your classroom are provided with reading resources that link to your curriculum
- To provide feedback to all students in a timely manner to address gaps in knowledge
- To ensure the curriculum being taught in your classroom is challenging for all pupils and scaffold is provided where needed.
- To participate in the development of appropriate schemes of work, taking specific responsibilities in some areas.
- To assess and report on students' attainment and progress in KS3 and on GCSE grades and progress in KS4.
- To monitor the progress of pupil's in your classes and implement intervention strategies where needed
- To embed SMSC, PSHE, Diversity and inclusivity curriculum strategies into your lesson planning and delivery.
- To be a form tutor to an assigned tutor group and to carry out related duties.
- To carry out a share of supervisory duties.
- Communicate effectively with parents with regard to students' achievements and well-being.
- Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have a clear understanding of the needs of all students, including those with special education needs, those of high ability, those with English as an additional language, those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.
- To impart knowledge and develop understanding through effective use of lesson time.
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Main Expectations of the role

- Being aware of students' capabilities, their prior knowledge, and plan teaching to build on these.
- Guide students to reflect on the progress they have made and their emerging needs.
- Demonstrate a clear understanding of appropriate teaching strategies.
- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support students' education at different stages of development.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.

- Encourage students to take a responsible and conscientious attitude to their own work and study.
- Establish a safe and stimulating environment for students, rooted in mutual respect.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Promote a love of learning and children's intellectual curiosity.
- Support strategies to promote high standards of behaviour.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.

Additional duties:

- To play a full part in the life of the School community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To develop a calm learning atmosphere by completing lunch duties each week as required by the Headteacher.
- To support student progress by completing one homework club session and/or one enrichment/booster session after school each week as required by the Headteacher.

Other specific duties:

- To continue personal development as agreed.
- To actively engage in the performance review process.
- To undertake any other duty as specified by the Headteacher not mentioned in the above
- To comply with the School's Health and Safety Policy and undertake Risk Assessments as appropriate.
- To be aware of and work in accordance with the school's child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.

Safeguarding Children

BMAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of BMAT and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

The duties above are neither exclusive nor exhaustive and the post-holder may be required to carry out appropriate duties within the context of the job, skills and grade.

General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification – Teacher of English

		Essential	Desirable
Qualifications and Training	<ol style="list-style-type: none"> 1. Qualified Teacher Status (QTS) or equivalent. 2. A degree in English, English Literature, or a related subject. 3. Evidence of ongoing professional development relevant to teaching and learning. 4. Additional qualifications or training in literacy development or other relevant areas. 5. Postgraduate qualifications in education or English. 	X X X X	X
Experience	<ol style="list-style-type: none"> 1. Proven record as an outstanding teacher with a proven track record of securing outstanding outcomes for students over the last three years (depending on experience) 2. Proven experience teaching English at Key Stage 3 (KS3) and Key Stage 4 (KS4). 3. A track record of achieving good or better outcomes for students in English. 4. Experience in planning, delivering, and assessing engaging lessons aligned with the National Curriculum. 5. Experience using data to track and improve student progress. 6. Experience in delivering or contributing to extracurricular activities or school-wide literacy initiatives. 7. Evidence of leadership or responsibility roles within a school setting. 	X X X X X X	X
Knowledge and Skills	<ol style="list-style-type: none"> 1. Strong subject knowledge of English language and literature. 2. Ability to differentiate lessons to meet the needs of all learners, including SEND, EAL, and more able students. 3. Effective classroom management skills and behavior strategies. 4. Understanding of safeguarding and child protection protocols. 5. Proficiency in using ICT tools to enhance teaching and learning. 6. Excellent communication and interpersonal skills. 7. Understanding of current educational research and its application to classroom practice. 	X X X X X	X
Personal Qualities	<ol style="list-style-type: none"> 1. A commitment to the vision and values of the MAT, including collaboration and high expectations. 2. Enthusiasm and passion for teaching English and inspiring a love for the subject. 3. Resilience, adaptability, and the ability to work under pressure. 4. A reflective practitioner who is committed to continuous improvement. 5. High levels of professionalism and integrity. 	X X X X X	