



<b>MANOR HALL ACADEMY TRUST</b>		
<b>Post Title</b>	<b>REF</b>	<b>Grade</b>
Class Teacher - General Subjects	MHJD200	Main Scale

### **Main Purpose**

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school
- Fulfill the professional responsibilities of a teacher, as set out in the [School Teachers' Pay and Conditions document](#)
- Meet the expectations set out in the [Teachers' Standards](#)

### **Teaching and Learning Responsibility**

- As a science teacher, you specialise in teaching biology, chemistry and/or physics. You also perform experiments with students and guide them through research projects.
- Explaining science concepts and principles to the students in a comprehensible manner.
- To provide high quality teaching and learning opportunities that encourages, supports and enables students to achieve good progress and outcomes and to be successful learners.
- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress

- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

### **Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

### **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes

### **Professional development**

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

### **Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

### **Management of staff and resources**

- To assume responsibility for Science, carrying out and evaluating the Science Improvement plan as an annual cycle
- To plan the development of staff expertise to achieve Improvement Plan objectives
- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources delegated to them

Please note, this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.

Person Specification – General Subjects/Class Teacher				
	Essential	Evidence base	Desirable	Evidence base
<b>Professional Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status</li> </ul>	AF (DCSF No.)	<ul style="list-style-type: none"> <li>Recent further relevant study.</li> </ul>	AF
<b>School specific needs</b>	<ul style="list-style-type: none"> <li>Ability to deliver excellent teaching and learning throughout the school within a broad and balanced curriculum.</li> <li>Experience in delivering specialist subject to GCSE level.</li> </ul>	LA/I  LA/I	<ul style="list-style-type: none"> <li>Other specialisms will be considered.</li> </ul>	AF
<b>Teaching and learning</b>	<ul style="list-style-type: none"> <li>Ability to demonstrate positive relationships with pupils.</li> <li>Ability to demonstrate areas of curriculum expertise and up-to-date knowledge of current curriculum and assessment requirements.</li> <li>Ability to demonstrate the principles and practice of effective teaching and learning including assessment for learning.</li> <li>Able to demonstrate effective practice to secure high standards of behaviour and attendance.</li> <li>Developing teaching to meet personalised needs.</li> <li>A competent practitioner with flair and enthusiasm for developing the curriculum creatively.</li> <li>A secure understanding of the benefits of cross curricular links.</li> </ul>	AF  I/R  LA/I/R  R/I LA/R/I LA/R/I  R/I	<ul style="list-style-type: none"> <li>Good understanding of the use of new and emerging technologies in supporting teaching and learning</li> <li>Experience in a creative curriculum</li> <li>Good understanding of inclusion for all and means of ensuring good progress for pupils with disabilities and additional needs.</li> </ul>	LA/I  LA/I I

	Essential	Evidence Base	Desirable	Evidence base
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Commitment to continual learning of all members of the school community.</li> <li>• Ability to work as a member of a flexible team and to develop positive working relationships.</li> <li>• Approachable and caring and able to deal sensitively with people.</li> <li>• Willing to go the 'extra mile' taking into account the importance of appropriate work life balance.</li> <li>• Determination to ensure that children achieve the best that they possibly can.</li> <li>• The ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>• Emotional resilience in working with challenging behaviour.</li> <li>• Be committed to the safeguarding of children, young people and vulnerable adults.</li> </ul>	<p>I</p> <p>I/R</p> <p>I/R</p> <p>I/R</p> <p>I</p> <p>LA/I</p> <p>LA/I/R</p> <p>LA/I/R</p> <p>LA/I/R</p>	<ul style="list-style-type: none"> <li>• Creative thinker able to anticipate and solve problems.</li> <li>• Capacity for hard work with a high level of commitment and determination.</li> <li>• A willingness to be self-reflective on working practice and receive constructive advice and guidance from experienced colleagues.</li> <li>• An innovative and dynamic individual who can offer diverse learning experiences.</li> <li>• An individual who is attuned to the social, emotional and academic needs of students.</li> <li>• A person who can engage pupils both in and outside the classroom through a variety of learning experiences. Is able to encourage pupils to step outside of their "comfort zones" and promote learning through innovative and creative work.</li> <li>• Resilience and excellent behaviour management informed by a knowledge of Trauma and attachment.</li> <li>• Dynamic, enthusiastic personality capable of motivating pupils</li> </ul>	<p>I/R</p> <p>LA/I/R</p> <p>LA/I/R</p> <p>I/R</p> <p>LA/I/R</p> <p>I/R</p> <p>I/R</p> <p>LA/I/R</p>

	Essential	Evidence Base	Desirable	Evidence base
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<b>Professional knowledge</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of the SEN code of practice.</li> <li>Evidence of understanding of relevant special educational needs – notably SEMH, ADHD, ASD, Nurture Principles and Attachment/Trauma Difficulties.</li> <li>Understanding of the changes in curriculum and assessment in 'life after levels'.</li> </ul>	<p>I/LA</p> <p>I</p> <p>LA/I/R</p>	<ul style="list-style-type: none"> <li>Knowledge of therapeutic approaches and interventions</li> <li>Evidence of the necessity of differentiation in accounting for students' needs and significant learning barriers.</li> </ul>	<p>I/R</p> <p>LA/I/R</p>
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	<b>Essential</b>	<b>Evidence Base</b>	<b>Desirable</b>	<b>Evidence base</b>
<b>Safeguarding</b>	<p>In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:</p> <ul style="list-style-type: none"> <li>Motivation to work with children and young people.</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> </ul>	<p>LA/I</p> <p>I</p>	<ul style="list-style-type: none"> <li>Experience of using on-line safeguarding reporting systems.</li> <li>Relevant safeguarding training including L1 and KCSIE</li> </ul>	<p>LA/I</p> <p>LA/I</p>
	<ul style="list-style-type: none"> <li>Emotional resilience in working with challenging behaviours.</li> <li>Attitudes to use of authority and maintaining discipline</li> </ul>	<p>LA/I</p> <p>I</p>		

**Key: A F = Application Form**

**I = Interview/tests**

**R = References**

**L A = Letter of Applica**



