

**Job Description**

<b>Job Title</b>	Teacher
<b>Grade</b>	Main / Upper Pay Scale
<b>Responsible To</b>	Principal / Vice Principal / Assistant Principal
<b>Job Family</b>	Teaching
<b>Job Purpose</b>	The main focus of the Subject Teacher's role is fostering the learning and progress of the pupils in their care. This involves being an effective teacher of pupils as well as of the subject. Quality of preparation, resourcing, planning, subject expertise, teaching skill, pace, challenge, proactive classroom management, effective marking and assessment, high expectations, and positive personal relationships are all central to providing the conditions within which pupils' personal skills, abilities, understanding, learning and progress can be developed. Key within all of these factors is the ability to personalise learning so that pupils are captured, engaged and motivated by a series of activities designed to nurture whilst challenge all learners regardless of ability. Regular informative feedback that either corrects misconceptions, clarifies current comprehension or sets a higher level of challenge is crucial. A teacher must employ a wide range of methods to provide feedback and differentiated development targets.
<b>Job Context</b>	Subject teachers are responsible on a day-to-day basis to the appropriate Curriculum Leader with and under whom they are expected to work closely; thence to the relevant Vice Principal; thence to the Principal; ultimately to the Governing Body.
<b>Accountabilities / Main Responsibilities</b>	
<b>Operational Issues</b>	<ul style="list-style-type: none"> <li>• Setting classwork assignments regularly, setting homework in accordance with policy and ensuring that all pupils for which he or she is responsible work at an appropriate pace and level</li> <li>• Monitoring the progress, development and attainment of pupils, including assessing progress, marking pupils' work in accordance with the academy and department policy and providing feedback so as to encourage success and pride and support progression</li> <li>• Promoting and maintaining good order and discipline among pupils, supervising them as required and safeguarding their health and safety when they are authorised to be on the academy premises and when they are engaged in authorised activities elsewhere including acting in loco parentis and taking charge as necessary</li> <li>• Ensuring as a priority a calm, ordered and focused working environment in lessons, with pupils engaged and on task and following up incidents of poor behavior in line with the academy policy and guidelines</li> <li>• Working to ensure that individual pupil progress and residuals for each group is in line with, or better than, academy targets and expectations; subjects with coursework or controlled assessment elements submit work that is as a minimum at least in line with the overall target grade (extenuating circumstances apart);</li> <li>• Preparing and entering pupils as required for examinations, including assessing pupils, recording and reporting assessments, ensuring coursework is set and followed through, discussing levels of entry to the Curriculum Leader, and undertaking revision sessions as appropriate in line with academy practice;</li> <li>• Registering and checking the attendance of pupils, offering personal support and guidance, and furthering their progress, well-being and development;</li> <li>• Working to engender a positive atmosphere based on courtesy and respect, and enhancing the corporate life of the academy</li> <li>• Ensuring that areas for which the subject teacher is responsible are cared for, feature displays that include pupils' work and offer an ordered and welcoming environment</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Participating in meetings in designated time as required relating to the curriculum, pastoral care, organisation or administration of the academy</li> </ul>

	<ul style="list-style-type: none"> <li>• Completing Department and Pastoral Support Plans, and consulting the Curriculum Leader, pastoral staff and Learning Support staff over pupils whose learning, conduct or development give cause for concern;</li> <li>• Providing guidance and advice on educational and social matters and progression post-16, and meeting and communicating with parents and with those outside the academy to review the progress of pupils and to further their needs;</li> <li>• Communicate effectively with parents with regard to pupils' achievements and well-being</li> </ul>
<b>Partnership or Corporate Working</b>	<ul style="list-style-type: none"> <li>• Working with colleagues from within the academy and outside it to review schemes of work, and develop courses, activities, assessment and teaching materials and their delivery; recording progress and attainment, writing reports at the appropriate time and providing oral and written assessments, profiles and references on time as required for all pupils taught.</li> <li>• Sharing with colleagues in undertaking the administrative and organisational tasks necessary for the effective running of the subject and department.</li> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> </ul>
<b>Skills Development</b>	<ul style="list-style-type: none"> <li>• Participating in arrangements for training and appraisal to further the continuing professional review, refreshment and development of self and colleagues</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate</li> <li>• Know about data protection issues in the context of your role.</li> <li>• Maintain confidentiality as appropriate</li> <li>• Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.</li> </ul>
<b>Planning and Organising</b>	<ul style="list-style-type: none"> <li>• Planning, preparing and teaching courses and lessons, in accordance with department/subject schemes of work and specifications of examination boards, and where appropriate, subject specific recommended guidance.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>• To work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities.</li> <li>• Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement.</li> <li>• Develop own understanding of equality issues.</li> </ul>
<b>Flexibility</b>	<ul style="list-style-type: none"> <li>• Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances.</li> <li>• Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager.</li> <li>• Permanent &amp; significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li><li>• Understand your own role and its limits, and the importance of providing care or support.</li></ul> |
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**Person Specification**

<b>Job Title</b>	Teacher	
<b>Grade</b>	Main / Upper Pay Scale	
<b>Responsible To</b>	Principal / Vice Principal / Assistant Principal	
<b>Job Family</b>	Teaching	
	<b>Essential</b>	<b>Desirable</b> (if not attained, development may be provided for successful candidate)
<b>Knowledge</b>		
	<ul style="list-style-type: none"> <li>High level of specialist subject knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of core standards for teachers and how they apply in practice</li> </ul>
<b>Experience</b>		
	<ul style="list-style-type: none"> <li>Successful teaching experience</li> </ul>	<ul style="list-style-type: none"> <li>Ability to teach more than one subject</li> <li>Willingness to contribute to the wider life of the school</li> </ul>
<b>Occupational Skills</b>		
	<ul style="list-style-type: none"> <li>Ability to motivate learners of all abilities to learn and to make good progress</li> <li>Good oral &amp; written communication skills</li> <li>Ability to listen &amp; respond to young people establishing excellent relationships with them</li> <li>Ability to analyse data effectively and use data to set clear, challenging targets</li> <li>Ability to use ICT for planning, teaching, organisation and assessment purposes</li> <li>Ability to plan consistently, creatively and effectively to support excellent progress</li> <li>Very good classroom management</li> <li>Ability to reflect upon own practice &amp; respect the contribution of others</li> <li>Ability to work effectively as part of a team</li> </ul>	<ul style="list-style-type: none"> <li>Ability to use e-technologies effectively</li> <li>Ability to lead activities which support the development of a colleague or team</li> </ul>
<b>Qualifications</b>		
	<ul style="list-style-type: none"> <li>Qualified Teacher or NQT</li> <li>Graduate with relevant degree.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continuous professional development</li> <li>Willingness to undertake further professional development</li> </ul>
<b>Other Requirements</b>		
	<ul style="list-style-type: none"> <li>Enhanced DBS Clearance</li> <li>Commitment to comprehensive, inclusive, community education</li> <li>Commitment to safeguarding and protecting children and young people</li> <li>Passion for own subject specialism/excellence</li> <li>Excellent role model to learners &amp; students</li> <li>Ability to organise learning resources and accommodation efficiently</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of Health &amp; Safety</li> </ul>