

Job Title	Mainscale Teacher
Reporting To	Curriculum Leader
Salary	MPS1 – UPS3 Plus Fringe Allowance

Responsible For
You are not regularly responsible for the work of any other teacher unless you are in a leadership position.

Accountabilities

1. Teaching & Learning

- a) Planning and preparing schemes of work, courses and lessons, which provide students with the opportunity to achieve their individual potential.
- b) Teaching, according to their educational needs, the students assigned to him/her, including the setting and marking of work to be carried out by the students in school and elsewhere.
- c) Assessing, recording and reporting on the development, progress and attainment of students.
- d) Organising and participating in extra-curricular activities, where appropriate.
- e) Ensuring the effective deployment of classroom support.
- f) Monitoring and supporting the overall progress and development of your students.
- g) Contributing to raising standards of student attainment/achievement.
- h) Applying the Behaviour for Learning Policy so that effective learning for all can take place.
- i) Maintaining an environment which is conducive to learning.

2. Other Activities

- a) Promoting the general progress and well-being of individual students and of any class or group of students assigned to him/her.
- b) Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports
- c) Making records of and reports on the personal and social needs of students
- d) Communicating and consulting with the parents of students, as directed by the Head
- e) Attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school sessions
- f) Communicating and co-operating with persons or bodies outside the school
- g) Participating in meetings arranged for any of the purposes described above.
- h) Contributing, wherever appropriate, to the wider life of the school.
- i) Liaising with the SENCO to differentiate work to match the needs of individual students.
- j) Taking part in marketing and liaison events such as Open Evenings, Parents' Evenings and events with partner schools.

3. Assessment & Reports

- a) Providing or contributing to oral and written assessment, reports and references relating to individual students and groups of students.
- b) Maintain accurate and up to date student records.
- c) Track student progress and use the data to inform your teaching implementing interventions as appropriate
- d) Alert relevant staff to problems identified in a student and recommending solutions.

4. Performance Development

- a) Participating in agreed arrangements for his/her performance development.

5. Further Training & Development

- a) Reviewing, from time to time, his/her methods of teaching and programmes of work.
- b) Participating in arrangements for his/her further training and professional development as a teacher.

6. Curriculum Development

- a) Advising and co-operating with the Curriculum Leader and other teachers in your team on the preparation, development and review of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements, all of which complement the school's strategic aims.
- b) Contributing to the Curriculum Area's SEF and action plan and its implementation
- c) Assisting the Curriculum Leader to identify resource needs and to work with the team to ensure that resources are used effectively and shared for the benefit of students

7. Discipline, Health & Safety

- a) Maintaining good order and discipline among students and attending to their health and safety, both when they are authorised to be on the school premises, and when they are engaged in authorised school activities elsewhere, as well as having regard to safeguarding

8. Staff Meetings

- a) Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

9. Public Examinations

- a) Participating in arrangements for preparing students for public examinations and in assessing students for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for students' presentation for and supervision during such examinations in accordance with both internal and external regulations

10. Management

- a) Contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and initial teacher training, as required by the Curriculum Leader

11. Administration

- a) Participating in the administration and organisational tasks related to such duties as are described above. Including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.

Personal and Professional Standards

- The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- Support the aims and ethos of the academy as defined in the prospectus
- To set a good example in terms of professional dress and appearance, punctuality and attendance
- Take responsibility for personal development making full use of the academy's professional development opportunities and training
- To attend team and staff meetings as appropriate, contributing actively whenever possible
- To provide courteous, prompt and polite service to all members of the academy's community including parents, students, all staff and visitors
- To actively contribute to the academy's mission statement by forming positive relationships within the academy community and working collaboratively and in good humour with other colleagues as appropriate or when directed
- Be aware and comply with all relevant policies and procedures within the academy, particularly those relating to child protection, equality, health and safety, bullying and behaviour and confidentiality. It is the duty of all colleagues to report breaches of academy policies or procedures to the Headteacher

General Requirements

All school staff are expected to:

- a) Work towards and support the school vision and the current school objectives outlined in the School Action Plan.
- b) Attend school events and activities as required by the Headteacher.
- c) Represent the school at external meetings and other events as required.
- d) Contribute to the school's programme of extra-curricular activities.
- e) Support and contribute to the school's responsibility for safeguarding students.
- f) Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors
- g) Promote equality and opportunity for all students and staff, both current and prospective
- h) Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- i) Engage actively in the Appraisal process
- j) Adhere to policies as set out in the School's Staff Handbook
- k) Undertake other reasonable duties related to the job purpose required from time to time.

Where such duties amount to more than a temporary adjustment to the main responsibilities of this job description, these should be amended accordingly. The job description will, in any case, be subject to periodic amendment including at the time of the review if it reveals significant changes in the post holder's role within the school.

The Misbourne is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

The post holder is deemed to be in a position of trust and maintenance of satisfactory DBS and DFE clearance is essential.

<u>Headteacher:</u>	<u>Post Holder</u>
Signature:	Signature:
Name:	Name:
Date:	Date:

Person Specification

A = Application I = Interview

T = Task

R = Reference

Evidence Key

Criteria	Essential / Desirable	Evidenced by A, I, T
Qualifications		
Qualified teacher status	E	A
Experience		
Experience of teaching at Key Stage 3 and Key Stage 4	E	A, I
Teaching across the whole Secondary age range;	E	A
Working in partnership with families.	D	A, I
Professional Knowledge, Abilities & Skills		
Subject expertise	E	A, I
Establish and maintain high expectations for all students	E	A, I
the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);	E	A
the monitoring, assessment, recording and reporting of pupils' progress;	E	A
the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection;	E	A, I
the positive links necessary within school and with all its stakeholders;	E	I
the links between schools, especially partner schools	D	I
promote the school's aims positively, and use effective strategies to monitor motivation and morale	E	A
develop good personal relationships within a team	E	I, R
ability to plan sequences of lessons with clear objectives and student learning outcomes matched to departmental schemes of work;	E	A, I, R
ability to successfully deploy a range of pedagogical styles to suit the nature of the course content and the ability and attainments of the students	E	I
ability to manage the learning environment and student behaviour in a manner which is conducive to productive learning for all students.	E	A, I, R
ability to structure learning programmes which enable students to take increasing responsibility for their learning and demonstrate independent learning	D	A
People Management Skills		
Good Listener	E	R
Ability to motivate students	E	I
Able to work professionally with other stakeholders and external agencies	E	A, R
Personal and professional integrity	E	R
Ability to work accurately under pressure	E	A, R
Ability and willingness to adapt quickly to last minute changes or cover arrangements	E	A, R
Has attention to detail	E	A, I
Able to prioritise	E	A

Enjoys working with young people	E	I
Excellent presentation skills	E	I
Excellent attendance and punctuality	E	A, R
Ability to carry out the job description	E	A
Reflective practitioner with a commitment to research-based practice with a continued interest in developments in teaching and learning	E	A, I