



### Job Description

<b>Faculty/Department</b>	<b>Teaching &amp; Learning</b>
<b>Job Title:</b>	<b>Teacher</b>
<b>Grade:</b>	<b>TMS-UPS</b>
<b>Post Purpose:</b>	<ul style="list-style-type: none"> <li>• Be responsible for the learning and achievement of all students in allocated classes, ensuring equality of opportunity for all</li> <li>• Be responsible and accountable for achieving the highest possible standards in students' work and conduct</li> <li>• Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• Work proactively and effectively in collaboration and partnership with learners, other staff, parents/carers, governors and external agencies in the best interests of students</li> <li>• Take responsibility for promoting and safeguarding the welfare of children and young people within the school</li> <li>• Fulfil the professional responsibilities outlined in the current School Teacher's Pay and Conditions Document</li> </ul>
<b>Accountable to:</b>	<b>Director/Subject Leader</b>
<b>Duties, Responsibilities and Key Tasks:</b>	<p>All MKET teachers are required to carry out the responsibilities of a schoolteacher as set out in the current <i>School Teachers Pay and Conditions Document</i>. Teachers should also comply with the Teachers' Standards. A teacher's performance will be assessed against the teachers' standards and individual performance objectives as part of the appraisal process as relevant to their role in the school.</p> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Deliver the curriculum as relevant to the age, ability and subject(s) taught</li> <li>• Take a role in the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate</li> <li>• Be accountable for the attainment, progress and outcomes of students taught</li> <li>• Be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how students learn</li> <li>• Have a clear understanding of the needs of all students, 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</li> <li>• Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English</li> </ul>

- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure students' progress
- Give students regular feedback, both orally and through accurate marking, and encourage students 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 students have acquired as appropriate
- Participate in arrangements for examinations and assessments

### Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for students, 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 students' needs in order to inspire, motivate and challenge students
- Maintain good relationships with students, 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 students
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out break and other duties as directed
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school procedures

### Team working and collaboration

- Proactively 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 take a role in sharing the development of effective practice with them

### Fulfil wider professional responsibilities

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

### Administration

- Register the attendance of and supervise learners, before, during or after school sessions as directed



	<ul style="list-style-type: none"> <li>• Participate in and carry out any administrative and organisational tasks within the remit of the current <i>School Teachers’ Pay and Conditions Document</i></li> </ul> <p><i>Professional development</i></p> <ul style="list-style-type: none"> <li>• Regularly review the effectiveness of own teaching and assessment procedures, evaluating the impact on students’ progress, attainment and well-being, refining approaches where necessary responding to and providing advice and feedback</li> <li>• Be responsible for improving own teaching, and that of others, through participating fully in training and development opportunities identified by the school or as developed as an outcome of the appraisal process</li> <li>• Proactively participate with appraisal arrangements in accordance with MKET’s Teachers’ Appraisal Policy</li> </ul>
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<b>Routine Tasks</b>	<ul style="list-style-type: none"> <li>• To play a full part in the life of the school community, including extra-curricular contribution, to support its distinctive mission and ethos and to encourage staff and students to follow this example.</li> <li>• To support the school in meeting its legal requirements for worship.</li> <li>• To promote actively the school’s policies.</li> <li>• To continue personal development as agreed.</li> <li>• To comply with the school’s Health and safety policy and undertake risk assessments as appropriate.</li> <li>• To have professional regard for the ethos, policies and practices of the school and Trust, and maintain high standards in your own attendance and punctuality</li> </ul>
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<b>General</b>	<ul style="list-style-type: none"> <li>• To be aware of the Trust’s duty of care in relation to staff, students and visitors and to always comply with the health and safety policy.</li> <li>• Some working flexibility will be required to meet the demands of this post.</li> <li>• To establish and maintain positive, constructive, and professional working relationships with staff, visitors, students, parents, and other professionals of the Trust.</li> <li>• To be aware of and comply with the codes of conduct, regulations and policies of the Trust and its commitment to Equality, Diversity and Inclusion. Act in a courteous way at all times in communications with both colleagues and all stakeholders.</li> <li>• To contribute to whole School and Trust events as and when required.</li> <li>• To develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated to support the development of the school.</li> <li>• To carry out any other reasonable duties or requests of your Line Manager and/or Principal, that are in keeping with this post or as may be determined from time to time.</li> </ul>
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*This job description reflects the principal accountabilities of the post holder and identifies the level of responsibility as which they will be required to work. In the interests of effective working, the major tasks may be reviewed on an annual basis to reflect changing business needs and circumstances. Such reviews, and any*



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*consequential changes, will be carried out in conjunction with the post holder. It does not form part of your contract of employment.*

**The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All posts are defined as Regulated Activity and therefore this post is subject to an Enhanced DBS.**



## PERSON SPECIFICATION

ATTRIBUTE	Essential (E) or Desirable (D)	Assessment
<b>Qualifications</b>		
QTS	E	A
Postgraduate degree and/or further relevant professional studies.	D	A
Suitably qualified candidate in a related discipline	E	A
<b>Knowledge and experience</b>		
Experience of working with students aged 11-16 within an education setting	E	A/I
Teaching experience in a school with a sixth form and successfully delivering Level 3 qualifications	D	A/I
Ability to assimilate school and team policies and contribute towards their development	E	A/I
Experience of successfully teaching main subject(s) to at least Level 2	E	A/I
Experience as an examiner/moderator	D	A/I
Commitment to raising attainment for all learners	E	A/I
Understanding requirements of exam board syllabi	E	A/I
Understanding of what constitutes added value in an educational context	E	A/I
Thorough understanding of current initiatives in Subject	E	A/I
Experience of working with other agencies to enrich the education of students	D	A/I
<b>Skills</b>		
Excellent classroom practitioner	E	A
Excellent IT skills, including microsoft office, Teams, etc	E	A/I
Ability to be flexible to support the needs of the trust	D	I
Ability to work independently and to use initiative	E	A/I
Ability to build professional relationships with students based on respect.	E	A/I
Highly organised with good organisational skills.	E	I
<b>Personal attributes</b>		
Good interpersonal skills	E	A
Ability to work effectively even when under pressure	E	A/R/I
Ability to meet deadlines	E	A/R/I
High standard of communication skills	E	A
Commitment to secondary education	E	A
Commitment to embedding the school's Learning and Teaching policy	E	A/I
Commitment to self- evaluation and continuous improvement.	E	A/I
Commitment to providing learning opportunities beyond the classroom and school day	E	A/I
Commitment to sharing best practice	E	A/I
Belief in the positive difference high quality educational opportunities make to peoples' lives	E	A/I



Adhere to GDPR guidelines and the Trust's internal procedures	E	I
Adhere to the Trust's Safeguarding and Prevent policy	E	I
Adhere to Health and Safety Policy	E	I
Commitment to own professional development	E	I/A

A = Application  
I = Interview  
T = Task/Activity  
R = References

I confirm that I have received a copy of the above job description for this role.

..... Date .....

Signature