

Job Description

Job Title	Teacher
Grade	Main Pay Scale / Upper Pay scale
Responsible To	Headteacher / Head of Department
Staff Managed	None
Job Family	Teaching
Job Purpose	To promote effective learning, appropriate achievement and educational, social and personal progress of all students for whom the teacher is designated as being responsible, consistent with the aims of the school and the unique needs of each individual.

Accountabilities / Main Responsibilities

Operational Issues	<p>Set high expectations which inspire, motivate and challenge students</p> <ul style="list-style-type: none"> • establish a safe and stimulating environment for students, rooted in mutual respect • set goals that stretch and challenge students of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of students. <p>Promote good progress and outcomes by students</p> <ul style="list-style-type: none"> • be accountable for students’ attainment, progress and outcomes • be aware of students’ capabilities and 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 knowledge and understanding of how students learn and how this impacts on teaching • encourage students to take a responsible and conscientious attitude to their own work and study. <p>Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> • have secure subject knowledge of the foster and maintain students’ interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject <p>Plan and teach well-structured lessons</p> <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children’s intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). <p>Adapt teaching to respond to the strengths and needs of all students</p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable students to be taught effectively • have a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these • 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
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	<ul style="list-style-type: none"> • have a clear understanding of the needs of all students, including those with special educational 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. <p>Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure students' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback. <p>Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • 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 high expectations of behaviour, 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 involve and motivate them • maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.
Communications	<ul style="list-style-type: none"> • Promoting the well-being and development of the academy through furthering whole academy policies and procedures, promoting within the designated curriculum area(s) the agreed aims, ethos, attitudes and values of the academy and the Trust, and, within the agreed structure of academy policy, exercising leadership both within the curriculum area and where appropriate outside it.
Partnership or Corporate Working	<ul style="list-style-type: none"> • Maintaining and developing links with other curriculum areas in the academy, pastoral staff, Sixth Form. • Liaising with pastoral staff as appropriate over concerns with individual pupils.
Safeguarding	<ul style="list-style-type: none"> • To be committed to safeguarding and promote the welfare of children, young people and adults, raising concerns as appropriate • Know about data protection issues in the context of your role. • Maintain confidentiality as appropriate • Have an awareness and basic knowledge where appropriate of the most recent safeguarding legislation.
Planning and Organising	<ul style="list-style-type: none"> • Ensuring that lesson preparation is thorough with appropriate work, homework across the whole department is set in accordance with the academy homework policy and timetable, and work is marked promptly; • Ensuring that teaching leads to good learning and progress, supported by crisp pace, high challenge, pro-active classroom management, consistent use of the academy behaviour policy, good organisation and resources, embedded assessment for learning, and positive relationships; • Seeking to ensure that pupils' passion, enjoyment and experience of the curriculum area is enriched through activities within and beyond the formal curriculum.
Data Protection	<ul style="list-style-type: none"> • To comply with the Trust's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • 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. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. • Reasonable additional duties commensurate with the grading of the job role may be requested from your line manager. • Permanent & significant changes would be subject to consultation. All staff are required to comply with Policies and Procedures
Customer Service	<ul style="list-style-type: none"> • 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. • 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. • Understand your own role and its limits, and the importance of providing care or support.

Person Specification

Job Title	Teacher	
Grade	Main Pay Scale / Upper Pay scale	
Responsible To	Headteacher / Head of Department	
Staff Managed	None	
Job Family	Teaching	
Essential		Desirable (if not attained, development may be provided for successful candidate)
Qualifications		
<ul style="list-style-type: none"> • Qualified teacher status • Honours degree to include study of specialist subject 		<ul style="list-style-type: none"> • Evidence of recent CPD
Experience / Knowledge		
<ul style="list-style-type: none"> • Recent teaching experience in the relevant key stages • Experience of planning and delivering curriculum at relevant key stages • A thorough knowledge and understanding of all relevant aspects of the National Curriculum in relation to the post 		<ul style="list-style-type: none"> • Experience in teaching at more than one school
Skills		
<ul style="list-style-type: none"> • Transferable ICT skills • Excellent time management • Efficient record keeping 		<ul style="list-style-type: none"> • Ability to work under pressure
Attitude and Values / Personal Qualities		
<ul style="list-style-type: none"> • Ability to relate to and build relationships with students, parents, and other members of the school community • Enthusiasm and commitment to the aims and objectives of the school • Good communication skills 		<ul style="list-style-type: none"> • Willingness to participate fully in school activities
Other Requirements		
<ul style="list-style-type: none"> • Enhanced DBS clearance • Ability to work successfully in a team • Able to exercise discretion and judgement • Confidentiality • Flexibility • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline 		