**Teacher at Atlantic Academy Portland
Job Description**

A Teacher at Atlantic Academy shall carry out the professional duties as described in the School Teachers Pay and Conditions document.

A Teacher is directly accountable to the Subject Co-ordinator, to contribute to the educational success of the Department within the overall framework of the Aspirations Academies strategic plan as well as the individual Atlantic Academy Portland strategic plan. The Teacher is responsible for contributing to the effective day to day operation of the Department, whilst fully supporting the Subject Co-ordinator and Head of Faculty (Assistant Principal) to ensure an effective educational provision.

**Purpose**

* To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
* To monitor and support the overall progress and development of students as a teacher/form tutor.
* To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
* To contribute to raising standards of student attainment.
* To share and support the Academy’s responsibility to provide and monitor opportunities for personal and academic growth.

**Operational and Strategic duties**

* To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
* To contribute to the subject area’s Improvement Plan and its implementation.
* To attend all appropriate meetings.
* To plan and prepare courses and lessons.
* To contribute to the whole Academy’s planning activities

**Curriculum Duties**

* To liaise with the Subject Co-ordinator to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the vision of the Academy.
* To assist the Subject Co-ordinator, Head of Faculty and Vice Principal to ensure that the curriculum area provides a range of teaching which complements the Academy’s Strategic Objectives.
* To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy’s Aim and Strategic Objectives.

**Staff Development Responsibilities**

* To take part in the Academy’s staff development programme by participating in arrangements for further training and professional development.
* To continue personal development in the relevant areas including subject knowledge and teaching methods.
* To engage actively in the Performance Management Review process.
* To ensure the effective/efficient deployment of classroom support.
* To work as a member of a designated team and to contribute positively to effective working relations within the Academy.

**High Standards Maintenance**

* To help to implement Academy quality procedures and to adhere to those.
* To contribute to the process of monitoring and evaluation of the subject area in line with agreed Academy procedures, including evaluation against quality standards and performance criteria.
* To seek/implement modification and improvement where required.
* To review from time to time methods of teaching and programmes of work.
* To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

**Management Information Responsibilities**

* To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc.
* To complete the relevant documentation to assist in the tracking of students.
* To track student progress and use information to inform teaching and learning.
* To support the subject coordinator in monitoring data and progress across the team

**Managing Effective Communications**

* To communicate effectively with the parents of students as appropriate.
* Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
* To follow agreed policies for communications in the Academy.
* To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings and liaison events with partner schools.
* To contribute to the development of effective subject links with external agencies.

**Resource Management**

* To contribute to the process of the ordering and allocation of equipment and materials.
* To assist the Subject Co-ordinator to identify resource needs and to contribute to the efficient/effective use of physical resources.
* To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, subject area and the students.

**Student Support Duties**

* To be a form tutor to an assigned group of students.
* To promote the general progress and well-being of individual students and of the form tutor group as a whole.
* To liaise with the Subject Co-ordinator and Head of Faculty to ensure the implementation of the Academy’s Pastoral System.
* To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.
* To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
* To contribute to the preparation of Action Plans and progress files and other reports
* To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
* To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.
* To contribute to PSHE and Citizenship and enterprise according to Academy policy.
* To apply the Behaviour Management systems so that effective learning can take place.

**Teaching Duties**

* To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in Academy and elsewhere.
* To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
* To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
* To ensure that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of students.
* To undertake a designated programme of teaching.
* To ensure a high quality learning experience for students which meets internal and external quality standards.
* To prepare and update subject materials.
* To use a variety of delivery methods that will stimulate learning appropriate to student needs and demands of the syllabus.
* To maintain discipline in accordance with the Academy’s procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
* To undertake assessment of students as requested by external examination bodies, the subject area and Academy procedures.
* To mark, grade and give written/verbal and diagnostic feedback as required.

**Other Duties**

* To continue personal development as agreed at appraisal.
* To engage actively in the performance review process.
* To address the appraisal targets set by the line manager each Autumn Term.
* To undertake any other duty as specified by School Teachers’ Pay and Conditions Body (STPCB) not mentioned in the above.
* To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
* To support the Academy in meeting its legal requirements for worship.
* To promote actively the Academy’s corporate policies.
* To comply with the Academy’s Health and Safety policy and undertake risk assessments as appropriate.
* To show a record of excellent attendance and punctuality.
* To adhere to the Academy’s Dress Code.

**General**

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**Conditions of Service**

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the AAT.

**Special Conditions of Service**

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

**Equal Opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with the academy’s Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve.

**Person Specification: Teacher**

Assessed by application (A)
Assessed by the recruitment process (R)

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| Criteria | Essential | Desirable |
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| **Knowledge and Qualifications** |
| Degree or equivalent | **A** |  |
| Qualified Teacher Status | **A** |  |
| **Professional Experience** |
| Successful teaching experience.  | **A,R** |  |
| Evidence of team work and supporting colleagues effectively. | **A,R** |  |
| Experience of successful organisation and administration. | **A,R** |  |
| Experience of curriculum management issues. | **A,R** |  |
| **Teaching and Learning** |
| Knowledge of curriculum developments related to the post. | **A,R** |  |
| Ability to communicate effectively with different audiences, orally and in writing. | **A,R** |  |
| Ability to use recent developments to inform own and others practice. | **A,R** |  |
| Good ICT skills. | **A,R** |  |
| Good understanding of how children learn and how to raise standards of achievement. | **A,R** |  |
| Ability to interpret and act on a wide range of key data. | **A,R** |  |
| Good organisational skills. | **A,R** |  |
| To support the continuing professional development of colleagues including their own. | **A,R** |  |

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| **Disposition/Attitude** |
| A passion for education and making a difference. | **A,R** |  |
| Vision and the ability to implement it. | **A,R** |  |
| Ability to work as a member of a team. | **A,R** |  |
| Leadership skills | **A,R** |  |
| The ability to command respect from colleagues, parents, governors and the local community. | **A,R** |  |
| Excellent attendance and punctuality record. | **A,R** |  |
| Energy, enthusiasm, commitment, integrity, good sense of humour. | **R** |  |
| Prepared to listen to others and share ideas. | **R** |  |
| Developing successful relationships with pupils, staff, parents and Governors. | **A,R** |  |
| Work well under pressure. | **R** |  |
| Commitment to Equal Opportunities; the ability to support and develop the Academy’s Equal Opportunities policies. | **A,R** |  |
| **An Aspirations Academy** |
| Display a commitment and support for the aims of the Aspirations Academies Trust in all its Academies. | **R** |  |
| Exhibit a belief in the values of the Aspirations Academies Trust and in the value of research in school improvement. | **R** |  |

**The Aspirations Academies Trust**

The Aspirations Academies Trust (AAT), as a sponsor of primary and secondary age academies in

England, is committed to raising students’ aspirations so that all young people reach their fullest

potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA’s (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools.

Aspirations is the ability to dream about the future while being inspired in the present to reach those

dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty

years of educational research by Dr. Russ Quaglia on student aspirations with effective and

innovative school improvement techniques in order to create truly outstanding schools that would

fully prepare students to succeed in this exciting world.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self‐Worth, Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

**The 8 Conditions are:**

**Belonging ● Heroes ● Sense of Accomplishment ● Fun and Excitement ● Curiosity and Creativity ● Spirit of Adventure ● Leadership and Responsibility ● Confidence to Take Action.**

Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal, we are dedicated to

promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student

aspirations. Each Academy strives to ensure that all students have the opportunity to discover and

appreciate their endless promise for a successful future.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child’s education is extremely important ‐ pre‐school, primary and secondary ‐ and should, where possible be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust.

For this reason, we support primary, secondary and, where possible, all through (Ages 3‐18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.



**Safe Recruitment Procedure**

The AAT is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

**Disclosure**

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

**Shortlisting**

Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application.

**Interview**

Longlisted candidates may be subject to a screening interview. Those shortlisted will take part in an interview with questions relating to the job description and person specification and may also have to take part in a selection exercise such as a lesson observation.

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

**Reference checking**

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all case before an offer of appointment is confirmed.