

Woodchurch High School

A Church of England Academy

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| Post Title: | Subject Teacher |
| 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.
* Contribute to the safeguarding and promotion of welfare and personal care of children and young people with regard to the Child Protection Policy and Social, Emotional Aspects of Learning.
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| Reporting to: | Curriculum Leader / Assistant Headteacher |
| Liaising with: | Curriculum Leader / Assistant Headteacher |
| Disclosure level: | Enhanced DBS |
| Christian Ethos: | To work with the Headteacher and colleagues in creating, inspiring and embodying the Christian ethos and culture of this Church of England Academy, securing its Mission Statement with all members of the school community and ensuring an environment for teaching and learning that empowers both staff and pupils to achieve their highest potential. |
| Operational/Strategic Planning |
| * 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 it’s implementation.
* To attend all appropriate meetings.
* To plan and prepare courses and lessons.
* To contribute to the whole Academy’s planning activities.
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| Curriculum provision and development: |
| * To assist the Curriculum Leader, Assistant Headteacher and Headteacher to ensure that the curriculum area provides a range of teaching which complements the Schools’ 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 School’s Aim and Strategic Objectives.
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| Staffing: |
| * 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 Appraisal 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.
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| Quality Assurance: |
| * 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.
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| Management of Information |
| * To maintain appropriate records and to provide relevant accurate and up to date information for Management Information Systems (SIMs), registers etc.
* To complete the relevant documentation to assist in the tracking of students.
* To trace student progress and use information to inform teaching and learning.
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| Communications: |
| * To communicate effectively with the parents of students as appropriate.
* Where appropriate, to communicate and cooperate with persons or bodies outside the Academy.
* To contribute to the development of effective subject links with external agencies.
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| Marketing and Liaison |
| * To take part in marketing and liaison activities such as Open Evenings and Parents’ Evenings. (These form part of your 1265 hours of directed time)
* To contribute to the development of effective subject links with external agencies.
* To develop extracurricular activities.
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| Management of Resources: |
| * To contribute to the process of the ordering and allocation of equipment and materials.
* To assist the Subject Leader 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.
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| Pastoral System: |
| * To be a form tutor to an assigned group of students.
* Form Tutors to promote the Christian Values through Collective Active worship.
* 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 Leader 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 many 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 and 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.
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| Teaching: |
| * To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in School 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 Christian Values 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 which 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.
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| Other Specific Duties: |
| * To continue personal development as agreed at Appraisal.
* To engage actively in the Appraisal 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 School’s Health and Safety policy and undertake risk assessments as appropriate.
* To comply with the internet code of practice.
* To show a record of excellent attendance and punctuality.
* To adhere to the Academy’s Dress Code.
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| 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.This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title. |

October 2017

Appendix

**TEACHERS’ STANDARDS**

**A teacher must:**

**1 Set high expectations which inspire, motivate and challenge pupils**

* establish a safe and stimulating environment for pupils, rooted in mutual respect
* set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
* demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**2 Promote good progress and outcomes by pupils**

* be accountable for pupils’ attainment, progress and outcomes
* be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
* guide pupils to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
* encourage pupils to take a responsible and conscientious attitude to their own work and study.

**3 Demonstrate good subject and curriculum knowledge**

* have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ 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
* if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4 Plan and teach well structured lessons**

* 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 pupils 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).

**5 Adapt teaching to respond to the strengths and needs of all pupils**

* know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* have a secure understanding of how a range of factors can inhibit pupils’ 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 pupils’ education at different stages of development
* have a clear understanding of the needs of all pupils, 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.

**6 Make accurate and productive use of assessment**

* 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 pupils’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7 Manage behaviour effectively to ensure a good and safe learning environment**

* 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 pupils’ needs in order to involve and motivate them
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8 Fulfil wider professional responsibilities**

* make a positive contribution to the wider life and ethos of the school
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploy support staff effectively
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* communicate effectively with parents with regard to pupils’ achievements and well-being.