Job Description

Job Title:	**Teacher of English**
Location:	Lodge Park Academy
Job Purpose:	To be an effective teacher (and tutor) who supports and challenges all students to achieve their full potential
Background:	The David Ross Education Trust (DRET) is a growing network of academies with a geographical focus on Northamptonshire, Lincolnshire and Yorkshire/ Humber region. The network is a mix of primary, secondary and special academies and a mix of those that have chosen to join DRET on conversion and those that are sponsored academies.
Reporting To:	Subject Leader
Salary:	M1-UPS3 £22,917 - £38,633

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All staff and volunteers are expected to share this commitment

Key Responsibilities

This Job Description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

Key Duties and Responsibilities

1. You are required to carry out the duties as set out in the relevant paragraphs of the current School Teachers' Pay and Conditions document. The post requires you to teach pupils in the age range 11 to 19 and with others outside that age range as required for transition and outreach work.

   In carrying out these duties you will need to work in compliance with all Academy policies and procedures as set out by the Trust and Governing Body and the reasonable direction from colleagues with the relevant position of responsibility.

   You will have the role of Form Tutor, even when a form has not been assigned to you, and may be asked to carry out some or all of those duties if required.

   In addition you will continuously evaluate and review your role and propose improvements to this Job Description in the light of experience as part of the performance management process. You will also be required to carry out any other additional duties as might reasonable required by the Principal.

2. To maintain a thorough and up to date knowledge of the teaching of your subject(s) and take account of wider curriculum developments which are relevant to your work.

3. To plan lessons/activities/tutorials and sequences of lessons to meet students' individual learning needs

4. To use a range of appropriate strategies and follow Academy policies for teaching/tutoring, behaviour management and classroom management

5. To do all that you can to ensure that you safeguard and promote the welfare of students in the Academy

6. To set well-grounded consistent expectations for students in your teaching and tutorial groups using information about prior attainment

7. To assess, monitor and record the progress of students in your teaching (and tutorial groups) and give them clear and constructive feedback

8. To do all you can to ensure that, as a result of your teaching (and tutoring), your students achieve well relative to their prior attainment, making progress as good as or better than similar students nationally and in the Academy

9. To take responsibility for your own professional development and use the outcomes to improve your teaching (and tutoring) and your students' learning

10. To make an active contribution to the policies, aspirations and plans of your Department and the Academy.

MAIN AREAS OF RESPONSIBILITY AND ACCOUNTABILITY

High standards of teaching and learning

- Role model
- Pedagogy/methodology
- Monitor and evaluate – including self-evaluation
- Lesson Observation
- Ambience/climate for learning
- High expectations
- Delivery of Training
- Learning styles and thinking skills
- Use of data analysis
- Marking and assessment
- Reporting
- Planning, schemes of work
- Organisation of teaching throughout the school
- Meet the needs of all students (including management of behaviour and its impact on learning)
- Educational enhancement (e.g. booster classes, trips/visits)

Performance Management

- Totality of performance
- Challenging objectives
- Development – to reflect school, departmental and individual needs/aspirations
- Capability

Knowledge/skills/expertise

- Use of comparative data
- Up to date knowledge – subject, national, pedagogy, classroom management, research/inspection findings
- Statutory requirements
- ICT

- Commitment to own development

Academy level
- Contribute to development of college policy (e.g. the spiritual, moral, social and cultural development of students)
- Liaison with external agencies
- Represent team views, concerns and interests
- Support school ethos and policies
- Strategic direction and development of subject area
- Governors
- Parents

Personnel
- Participation in selection of new staff
- Delegation
- Communication
- Organisational skills
- Support, guide and motivate team members and support staff
- Heighten common purpose/shared vision – secure commitment (team buys in)
- Team work
- Chairing meetings
- Coaching
- Mentoring
- HLTAs/TAs/support staff
- Advice on threshold, upper pay spine, references, promotion, induction, ITT

Pupil outcomes
- Results
- Other examinations/accreditation

Resources
- Accommodation – ambience conducive to learning
- Risk assessment
- Value for money
- Effective deployment
- Safety

<u>Performance Management</u>

Your annual performance review is based on this overall job description and with particular emphasis on your individual annual targets. These are set in discussion with your Line Manager and grouped under the headings: Professional Development; Team Improvement Plan and Student Progress.

Person Specification

ESSENTIAL

Qualifications

- A good degree in a specialist subject teaching qualification
- Nationally recognized teaching qualification

Teaching Skills, Knowledge and Experience

- The skills, knowledge and understanding necessary to teach across Key Stages 3-4 (possibility of KS5)
- A very good classroom teacher, demonstrating ability to innovate
- Understanding of current curriculum issues in relation to teaching subject/s
- Able to show evidence of the use of technology in teaching and learning

Leadership skills, knowledge and experience

- Be flexible and responsive to a changing educational environment
- Contribute to whole school initiatives

Communication skills, knowledge and experience

- Committed to working co-operatively with young people; able to communicate sensitively, imaginatively and effectively with them
- Able to create a team ethos across a team
- Able to motivate and encourage problem solving
- Able to communicate effectively with parents to represent the Academy positively and feed back information as appropriate

Professional Development

- Able to seek and understand development opportunities for self and others
- Committed to career progression and own professional development
- Willing to contribute to the professional development

Attitude and Motivation

- Well motivated, enthusiastic and prepared to work hard

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- Honest
- Good organisation and time management skills

Academy Ethos

- Have high expectations of what students and staff can achieve
- Fully supportive of the aims and ethos of a successful Academy
- Able to develop and co-ordinate a sustainable strategy towards extra curriculum activities

Equal Opportunities

- Have regard to provide equality of opportunity for all

Health and Safety

- Aware of Health and Safety and Safeguarding as appropriate to role

Health and Appearance

- Good attendance and punctuality record
- A willingness to dress professionally in accordance with the culture of the organisation.

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