Role Profile – DT/Electronics Teacher

Pay Range – MPR or UPR

Teaching & Learning Responsibility Payment – n/a

Working Hours – Full time

Summary of the Role

The ideal candidate will have an electronics specialist background either in education or industry and be able to teach electronics at both GCSE, A level and the electronics specialist units of the BTEC national Extended Diploma in Engineering

All teaching colleagues have four main elements to their role:

- Teaching GCSE, GCE A level and BTEC Level 2 / 3, demonstrating innovation and excellence in teaching and learning.
- Contribution to the establishment of a dynamic and relevant curriculum, including effective harnessing of support from existing external partners.
- Developing links in your classroom to the latest developments in engineering and focus towards our employer partners (incl. Qinetiq, Chemring and the Royal Navy). Your contract will include a week of industrial placement and we have a large pool of employers keen to support this.
- Additional contribution to cross-UTC activities. This will include a pastoral care/tutoring role and a contribution to the UTC enrichment programme.

Key Responsibilities and Objectives

Inspiring the next generation of Scientists, Technologists and Engineers (including in non-technical subject areas that will provide breadth and depth of understanding)

- Taking responsibility for the academic and technical progress of all students.
- Teaching and facilitating wider learning in a manner that embodies the aims, culture and values of the UTC.
- Setting clear targets and monitoring students' progress in your classes through data analysis and academic tracking.
- Delivering lesson content that enables students to succeed in public examinations and develop skills and knowledge that will enable them to fulfil their future goals.
- Using the UTC's behaviour policy to maintain a disciplined environment in which students can work effectively in order to reach their potential.
- Developing a bank of online learning materials (via Moodle) and links that enable students to reinforce their learning.
- Acting as a mentor and inspirational role model to colleagues in the early stages of their teaching careers.
- To be responsible for a tutor group, where assigned, and the associated pastoral duties.
- Contributing in an imaginative and responsive manner to the UTC enrichment programme.
- Contributing to the development of the UTC's values-driven character development programme through both tutoring and teaching responsibilities.

Person Specification – Teacher

Essential	Desirable	Evidence
Qualifications and experience: · First degree (or relevant engineering qualifications) · A continued commitment to own professional development · Teaching experience (including training practice) within the designated age range. · Understanding of safeguarding issues and successful measures that promote and ensure the safe-guarding of children. · Knowledge of current legislation, guidance and developments relating to the subject area. · Successful practice in accordance with the specified	Qualified teacher status. Involvement in and organisation of wider school activities, including extra-curricular activities.	Application Certificates References
Sets high expectations and inspires, motivates and challenges all pupils by: · Establishing a safe and stimulating environment for pupils, rooted in mutual respect. · Setting goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. · Demonstrating consistently, the positive attitudes, values and behaviour which are expected of pupils.		Application Certificates References
Demonstrates good subject and curriculum knowledge by: · Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining pupils' interest in the subject, and addressing misunderstandings. · Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship. · Demonstrating an understanding of and taking 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, demonstrating a clear understanding of systematic synthetic phonics. · If teaching early mathematics, demonstrating a clear understanding of appropriate teaching strategies.		Application Certificates References Interviews
Plan and teach well-structured lessons by: · Imparting knowledge and developing understanding through effective use of lesson time. · Promoting a love of learning and children's intellectual curiosity. · Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. · Reflecting systematically on the effectiveness of lessons and approaches to teaching. · Contributing to the design and provision of an engaging curriculum within the relevant subject area(s).		Application Certificates References Interviews

Adapt teaching to respond to the strengths and needs of all pupils by: · Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. · Having a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. · Demonstrating an awareness of the physical, social and intellectual development of children, and knowing how to adapt teaching to support pupils' education at different stages of development.		Application Certificates References Interviews
· Having 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 being able to use and evaluate distinctive teaching approaches to engage and support them.		
Make accurate and productive use of assessment by: · Knowing and understanding how to assess the relevant subject and curriculum areas, including statutory assessment requirements. · Making use of formative and summative assessment to secure pupils' progress. · Using relevant data to monitor progress, set targets, and plan subsequent lessons. · Giving pupils regular feedback, both orally and through accurate marking, and encouraging pupils to respond to the feedback.		Application Certificates References Interviews
Manage behaviour effectively to ensure a good and safe learning environment by: · Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. · Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. · Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them. · Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when necessary.		Application Certificates References Interviews
Fulfil wider professional responsibilities by: · Making a positive contribution to the wider life and ethos of the school. · Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploying support staff effectively. · Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. · Communicating effectively with parents with regard to pupils' achievements and well-being.		Application Certificates References Interviews