

Job Description

Job Title: Subject Teacher

Location: Malcolm Arnold Academy, Northampton

Role Summary:

- To raise levels of achievement for all students in the subject area.
- To comply with the Every Child Matters Agenda to raise attainment for all students.
- To operate as part of the wider staff team to assist with any activity which supports the overall aims and objectives of the Academy Development Plan

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.

Salary: DRET Teacher Scale – M1 - UPS3 £22,917 - £38,633

Hours: Full-time

Key Responsibilities

Key Duties and Responsibilities:

Planning:

- Plan teaching to achieve progression in students' learning through:
 - i) identifying clear teaching objectives and content, appropriate to the subject matter and the students being taught, and specifying how these will be taught and assessed
 - ii) setting tasks for the whole class, individual and group, including homework, which challenges and motivates
 - iii) setting appropriate and demanding expectations for students' learning, motivation and presentation of work
 - iv) setting clear targets for students' learning, building on prior attainment, and ensuring that students are aware of the substance and purpose of what they are asked to do
- Provide clear structures for lessons, and for sequences of lessons, which maintain pace, motivation and challenge students
- Make effective use of assessment information on students' attainment and progress in the teaching and planning of lessons and sequences of lessons, including SEN and EAL needs
- Ensure coverage of the relevant examination syllabus and National Curriculum programmes of study

Teaching and Class Management :

- Ensure the effective teaching of classes and individuals, so that teaching objectives are met and best use is made of available teaching time
- Establish and maintain a purposeful working atmosphere
- Set high expectations of students' behaviour through well-focused teaching and consistent application of the Behaviour Policy and other school systems
- Establish a safe environment, which supports learning and in which students feel secure and confident
- Use teaching methods which sustain the momentum of students' work and keep all students engaged through:
 - i) matching the approaches used to the subject matter and students
 - ii) clear structure and presentation of content
 - iii) effective use of resources and time
 - iv) providing opportunities for students to consolidate their knowledge and skills, both in the classroom and the setting of well-focused homework
- Meet the requirements of the Code of Practice, implement and keep records on individual education plans (IEPs) and report progress and concerns as required
- Evaluate own teaching critically, including taking responsibility for professional improvements targets and monitoring progress

Assessment, Recording and Reporting :

- Mark and monitor students' class work and homework as required by subject and school policies
- Assess and record student progress as required by subject and the Academy's policies, including National Curriculum and other standardised tests, and baseline assessment where relevant
- Write reports and profiles as required, including the National Record of Achievement
- Participate in appropriate meetings with colleagues, parents/guardians and other external agencies as appropriate

Other:

- Act as form tutor or co-tutor as required, and follow the routines and procedures outlined in the Staff Handbook
- Staff undertake academic and pastoral tutoring as required
- Deliver PSHE as required
- Participate in curriculum, pastoral, administration and organisation meetings
- Contribute to the work of curriculum and pastoral teams
- Take responsibility for own professional development and keep up to date with research and development
- Implement Academy policies consistently and follow the procedures outlined in the Staff Handbook
- Undertake any other duties reasonably required by the Faculty Leader
- Undertake any appropriate duty as requested by SLT which supports the overall aims and objectives of the Academy Development Plan

NOTE:

This Job Description may periodically be varied after consultation with the post holder. Post-threshold teachers will, additionally, be expected to meet the national standards for those on the Upper Pay Scale

Other Duties and Responsibilities

- To undertake any other specific or time limited leadership or management duties as directed by the Principal

Key Responsibilities – all staff:

- To support the academy ethos
 - To contribute to academy-wide events including curriculum-focused events as part of the ICT team, as and when required
 - To support and contribute to the academy's commitment to 'Every Child Matters' to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being
 - To be aware of the academy's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times
 - To be aware of and comply with the codes of conduct, regulations and policies of the academy and its commitment to equal opportunities
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Person Specification

Qualifications and Professional Development

Essential

- Qualified Teacher Status
- A sound academic background in relevant subject

Desirable

- Graduate
- Higher degree

Knowledge, Skills and Competencies

Essential

- Familiar with recent developments in the teaching and learning of the subject including strategies for raising achievement
- Experienced in using a range of teaching and learning styles
- Able to use assessment data to improve achievement
- Equal opportunities
- Able to use ICT across the curriculum and for administrative purposes
- Understand how the National Curriculum applies to all students
- Accepting of how the Academy Specialisms can be incorporated into the subject

Experience

Essential

- Experience of teaching in a UK school

Desirable

- Experience of contributing to curriculum development within subject area