

# **WILLIAM ELLIS SCHOOL**

## **Job Description and Person Specification**

**POST TITLE:** Teacher

**REPORTING TO:**

1. Head of Department for subject teaching
2. Pastoral Leader for form tutor role

**PURPOSE:**

- To prepare and teach lessons that fulfil the planned curriculum for the subject and meet the needs of all students in assigned teaching groups and monitor their progress
- To provide pastoral and academic support to an assigned group of students and monitor their overall academic progress and personal development
- To actively contribute to the raising of standards across the school, working collaboratively within department and pastoral teams, facilitating a caring school culture that encourages every student to achieve their best

**Values and behaviour**

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

**General expectations and responsibilities**

The holder of this post is expected to carry out the professional duties of a teacher as described below, as circumstances may require and in accordance with the school's policies and procedures.

The post holder is expected to:

- support and develop the culture and ethos of William Ellis and work positively and in accordance with agreed policies and procedures, actively seeking to foster good professional relationships with parents /carers, the local community and all members of the school.
- promote and celebrate the successes of William Ellis School and all it stands for, on all occasions and, in particular, in fostering a positive image with stakeholders.
- act upon the necessity for continuing professional development and participate in the school's Teaching Development Programme (appraisal).
- use every opportunity to act as a role model of professional conduct and presence with colleagues, students and the wider community, demonstrating high personal standards of expertise, commitment and service to William Ellis School.

The post-holder is accountable to his/her line manager(s) in all matters.

**Main Duties**

As a form teacher:

- promoting the general progress and wellbeing of individual students and of the form group as a whole
- encouraging full attendance and punctuality and participation in the life of the school
- monitoring and evaluating the progress of students, liaising with appropriate staff
- alerting appropriate staff to problems experienced by students and assist in resolving issues where applicable
- communicating effectively with parents/carers as required
- contributing to the preparation and action plans, annual reviews and other reports
- contributing to the development of the tutorial programme by the pastoral team
- Undertaking the designated schemes of learning, adapting them as required to meet student educational needs
- Using assessment to inform teaching, ensuring a high quality learning experience that meets school and external quality standards
- Using a range of teaching methods that stimulate learning appropriate to student needs and the demands of the syllabus
- Marking and monitoring students' work, setting individualised and specific improvement targets
- Preparing and updating subject materials
- Assessing, recording and reporting on the attendance, progress, attainment and development of students, keeping appropriate records
- Applying the school's rewards and consequences ladder to ensure high standards of behaviour in lessons and assisting in the maintenance of good behaviour across the school
- Providing oral and written assessments, report and references relating to individual students or groups of students
- Assessing how well learning objectives have been achieved, evaluating the effectiveness of teaching and using this to improve specific aspects of teaching
- Ensuring the effective and efficient deployment of classroom support
- Assisting in the development of appropriate syllabuses, resources, schemes of learning and teaching, learning and assessment strategies in the subject area
- Contributing to the subject area's development plan and its implementation
- Contributing to the development of effective subject links with appropriate external agencies to enhance students' learning and development
- Attending and contributing to all appropriate meetings and engaging in collaborative planning

- Planning and preparing courses and lessons
- Contributing to the school's planning and development activities
- Assisting in curriculum development and change ensuring continued relevance to the needs of students and the school's objectives
- Contributing to the process of monitoring and evaluation in the subject area and school including evaluation against quality standards and performance criteria
- Contributing to the school's programme for PSHE, citizenship and careers education
- Participating in marketing and liaison activities such as open evenings and events with other schools
- Where appropriate, communicating and cooperating with persons/bodies outside the school
- Being an active member of school improvement and professional development groups as reasonably assigned

#### **PERFORMANCE CRITERIA – MAIN SCALE TEACHERS**

The Teachers Standards set out the criteria by which all teachers performance will be assessed.

##### **The Teachers Standards**

- Sets high expectations which inspire, motivate and challenge pupils
- Promotes good progress and outcomes by pupils
- Demonstrates good subject and curriculum knowledge
- Plans and teaches well-structured lessons
- Adapts teaching to respond to the strengths and needs of all pupils
- Makes accurate and productive use of assessment
- Manages behaviour effectively to ensure a good and safe learning environment
- Fulfils wider professional responsibilities

#### **PERFORMANCE CRITERIA – POST-THRESHOLD TEACHERS**

Post-threshold teachers are required to demonstrate additional performance criteria. These teachers are *highly competent* in all elements of the Teachers' Standards and his/her achievements and contribution to the school are *substantial* and *sustained*.

##### **Highly Competent**

- Performance demonstrates excellent depth and breadth of knowledge, skill and understanding of the Teachers Standards in his/her role and in the context in which he/she are working
- Where the teacher provides coaching and mentoring and gives advice to other teachers demonstrating to them effective teaching practice and how to make a wider contribution to

the work of the school, in order to help them meet the relevant standards and develop their teaching practice.

### **Substantial**

- The teacher's achievements and contribution to the school are significant. These will not just be significant in raising standards of teaching and learning in their own classroom, or with their own classes, but also in making a positive and distinctive contribution to the wider life and ethos of the school which impacts on student progress and the effectiveness of staff and colleagues.
- The teacher takes advantage of appropriate opportunities for professional development and uses the outcomes effectively to improve learning. The teacher leads the professional development of others sharing their own good practice.

### **Sustained**

- The teacher must have had two consecutive successful appraisal reports in this school and have made good progress towards their objectives during this period. They will have been expected to have shown that their teaching expertise has grown over the relevant period and is consistently in line with the expectations contained in the School's Appraisal Policy.

### **Additional Notes**

1. *Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*
2. *Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.*
3. *The School takes seriously its responsibilities to ensure all staff have a good work/life balance and any concerns should be addressed to the Headteacher.*
4. *This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the appraisal process.*

**PERSON SPECIFICATION****Essential**

1. Qualifications and training: Good honours degree, Qualified Teacher Status, recent and relevant professional development which has influenced practice.
2. Professional knowledge and understanding: a good understanding of educational issues in theory and related to practice; an understanding of subject pedagogy commensurate with teaching experience.
3. Professional practice: Evidence of successful teaching practice/experience and an understanding and use of strategies which promote high attainment in an inclusive environment.
4. High expectations of all students: a belief that all students can achieve and a creative approach to engaging all students.
5. Enthusiasm: Able to demonstrate a love of learning and a love of their subject and evidence of instilling this in others and for seeking opportunities to make this happen.
6. Strong interpersonal skills: Evidence of securing professionally positive relationships with students, parents and colleagues. Able to respond sensitively to others.
7. Leadership and management: An ability to prioritise and manage own time effectively and to work under pressure keeping to deadlines.
8. Confidence and resilience: Demonstrates confidence in their own abilities and resilience when faced with uncertainty and difficulty; able to adapt to change.
9. Skilled user of ICT as a tool for enhancing learning and for such activities as monitoring standards, tracking student progress, presenting information, and communicating efficiently.
10. A commitment to Equality and Diversity and the safeguarding of all students.
11. Working with others: Evidence of working collaboratively and effectively as part of a team.

**Desirable**

12. Willing and able to contribute to the extra-curricular life of the school particularly outward bounds, camps, journeys and sport.