

Job description

You will be required to fulfil professional and particular duties as required by the Conditions of Employment of Teachers as specified in the current Pay and Conditions Document.

Current practices and procedures at New Forest Academy require you to carry out the following functions in your capacity as **a classroom (subject) teacher**. The standards indicate the school's expectations and the document will be used as the basis for lesson observation, support, self-evaluation, appraisal and monitoring. If you hold other responsibilities, a separate job description will be issued for these.

Function	Standard
1. Preparation of lessons	<ul style="list-style-type: none"> - In accordance with Schemes of Work and methodology - Clearly identify Learning Objectives - Give consideration to <ul style="list-style-type: none"> o a variety of approaches o Progression between lessons o Progression within the lesson pace - Ensure appropriate resources are available - Note the circumstances of students on special needs register and those who have medical conditions
2. Classroom Management	<ul style="list-style-type: none"> - Ensure the classroom is a safe working environment - Ensure the room is tidy with books and resources properly stored when not in use - Sit students in accordance to your seating plan to suit activities - Be prepared to begin and end the lesson on time - Reinforce school rules and standards (e.g. coats, trainers, punctuality) - Expect students to raise their hands and wait to be invited to contribute

- Use praise extensively and openly
- Award achievement points regularly and keep a record.
- Achieve good standards of discipline consistent with expectations for the students concerned
- Carry out sanctions in accordance with school policy

3. Presentation of lessons

- Learning objectives must be explained to class
- Have high expectation of the students
- Fulfil the requirements of students with PLP's
- Organise tasks and activities appropriate to all students
- Use a range of resources to stimulate learning
- Set deadlines within the lesson which ensure pace and challenge
- Ensure all students have opportunity at some time to develop their skills in Group Work, Oral Work and Investigative Learning
- Regularly check students' understanding by questioning
- Evaluate learning throughout each lesson
- Set appropriate HW and give students opportunity to record it and ask questions

4. Marking

- Assess oral and/or practical work in lessons where relevant
- Mark routine written work within 2 weeks using current procedure.
- Set half termly tests and mark within a week
- Set annual exam and mark within 10 working day

5. Monitoring and assessment

- Note, for each student at the beginning of the year, current achievement and end of year expected grade/level

- Notify Progress Leader of under/over achieving students every half term
 - Set realistic learning objectives and help students achieve them
- 6. Reporting to Parents**
- Complete the School Report by published deadlines 3 times each year
 - Meet parents for interviews twice a year
 - Provide levels, grades or comments within 3 days when these are particularly requested
- 7. Communication**
- Attend weekly briefings
 - Attend curriculum and Teaching and Learning meetings according to the School Calendar
 - Attend Full Staff meetings according to the School Calendar
 - Attend additional meetings as required within 1265 hours directed time limit
- 8. Professional Development**
- Participate in the school's approved appraisal arrangements
 - Participate in 5 whole school training days or the equivalent of these
 - Participate in approved training activities arising from national, school or department initiatives which fall within 1265 hours directed time
 - Participate in training which arises from appraisal (within 1265 hours)
- 9. Duties / Attendance**
- Fulfil before school, breaktime and after school according to published rotas (within 1265 hours)
 - If unfit for work, notify your absence to the Data Manager before 7.30am and provide appropriate work for your classes

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers Pay and Conditions document (TPCD).
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person specification

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	A degree Qualified Teacher Status, with subject specialism(s) related to Physics Ability to teach across the full 11-16 age range	Further professional qualifications Appropriate in-service training/CPD.
PREVIOUS EXPERIENCE	A track record of success in learning and teaching of Physics Involvement in	Involvement in curriculum initiatives and extra curricular developments.

	<ul style="list-style-type: none"> ● shaping and implementing the vision of the Science department; ● developing and implementing departmental policy and practice; ● Scheme of Work/Lesson Plan development. 	
PROFESSIONAL COMPETENCE	<p>Knowledge of curriculum developments and opportunities in Physics</p> <p>Ability to articulate characteristics of effective teaching and learning with evidence of good practice.</p> <p>Good classroom management technique.</p> <p>Knowledge and understanding of effective assessment and its contribution to learning and progression.</p> <p>Understanding and experience of raising attainment strategies and improvement planning at a departmental level.</p> <p>The ability to use data to evaluate student performance and take effective action on the basis of this data.</p> <p>Excellent communication and organisational skills.</p>	<p>Excellent ICT skills, and an awareness of its potential within the academy.</p> <p>Knowledge and understanding of current Teaching & Learning issues relevant to the needs of the academy.</p> <p>Able to express a vision for subject development.</p> <p>Able to use new technologies in the teaching of Physics</p>
LEADERSHIP AND PERSONAL QUALITIES	<p>A person who:</p> <ul style="list-style-type: none"> ● Is committed to an ethos of high standards, personal fulfilment and academic success. ● Has a capacity to inspire through a love of teaching. ● Has an ability to relate well to the whole community. ● Has energy, stamina and determination. ● Has a record of good health and attendance. 	<p>Involved in educational developments beyond what is required.</p> <p>Eager to acquire further skills and career enhancement.</p>

	<ul style="list-style-type: none"> Has a genuine commitment to equal opportunities and inclusion. 	
MANAGEMENT SKILLS	<p>An ability to establish positive and sensitive interpersonal relationships within the community.</p> <p>An ability to be a team player.</p> <p>An ability to plan time effectively and meet required deadlines.</p>	<p>An awareness of whole Academy issues.</p> <p>An understanding of accountability.</p> <p>Eager to acquire further skills and career enhancement.</p>
SECURING ACCOUNTABILITY	Some experience of resource management.	Some experience of holding people to account in a supportive yet challenging way.