

The Macclesfield Academy: Subject Teacher Job Description

Purpose of the post

To implement our Academy vision by working to create and deliver an innovative curriculum which meets learner needs and enables them to achieve outstanding success.

The Academy Vision

The Macclesfield Academy statement of Vision, Values and Ethos sets out the following values:

- always putting students' interests first because their learning and well-being is our first priority,
- acknowledging and using the power of positive thought
- promoting and achieving excellence,
- maintaining high standards of ethics and behaviour,
- encouraging innovation and development,
- actively promoting equality and diversity, and
- working in partnership: promoting effective teamwork and collaborating with partner primary schools.

These values are expanded further in the "our values" section of the Academy website.

Subject Teacher Responsibilities

Every single member of staff at the Academy is employed to translate this vision into effective action. For subject teachers, this means their prime responsibilities are as follows:

<i>always putting students' interests first because their learning and well-being is our first priority</i>	<ul style="list-style-type: none">• to contribute to the development of an innovative curriculum including through writing schemes of work• to teach students according to their educational needs planning high quality and appropriately differentiated lessons so that all are able to succeed and achieve• to promote students' literacy, numeracy, ICT and enterprise skills as appropriate• to assess work in line with published Academy and exam requirements and use the outcomes of this assessment to ensure that future teaching meets students, needs• to provide students and their parents and carers with regular feedback in accordance with Academy policy• to ensure the safety and well-being of students at all times through the implementation of the Academy's Health and Safety policy and safeguarding procedures and through the completion of risk assessments as appropriate
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<i>acknowledging and using the power of positive thought</i>	<ul style="list-style-type: none"> • to promote a positive ethos of achievement for all • to make effective use of praise and rewards • to maintain a determined optimism about the capacity of students to change and improve • to implement the Academy's "triple challenge" in lessons and homework • to model positive behaviour, embracing change with enthusiasm and a determination to make it succeed
<i>promoting and achieving excellence</i>	<ul style="list-style-type: none"> • to set the highest standards of personal excellence for all aspects of your own work • to set challenging targets for every single student taught • to ensure that learning activities enable every student to make progress towards the timely achievement of their targets, including by allocating lesson time and homework for students to learn from, and respond to the feedback they have been given • to keep student progress against their targets under constant review, including by effective use of assessment data • to plan appropriate interventions when students are at risk of falling below these targets, liaising with parents and other colleagues as required • to ensure that all exam board requirements for the delivery, assessment, moderation and administration are met for all courses taught • to provide stretch and challenge for the most able so they can excel at the highest grades
<i>maintaining high standards of ethics and behaviour</i>	<ul style="list-style-type: none"> • to model assertive, respectful and ethical behaviour • to set high standards of behaviour for students and maintain these through effective behaviour management • to apply whole school behaviour management procedures assertively, consistently, effectively and fairly
<i>encouraging innovation and development</i>	<ul style="list-style-type: none"> • to innovate and experiment in the use of teaching and learning methodologies and approaches and support other colleagues in doing the same • in particular, to keep up to date with developing technologies for learning and make innovative use of them in teaching programmes • to undertake training and study to keep pace with the most innovative practice elsewhere • to engage in the Academy's Performance Management process, setting yourself challenging targets which will stimulate innovation and development • to write innovative teaching and assessment materials for other members of the subject team • to contribute to the self-evaluation and development of the subject team and the Academy as a whole • to contribute the Academy's innovative enrichment programme

<i>actively promoting equality and diversity</i>	<ul style="list-style-type: none"> • to ensure that materials promote diversity • to treat all students fairly irrespective of their gender, background or ability • to monitor the progress of groups of students, especially those known to be vulnerable to underachievement at national, Academy or subject level and plan appropriate interventions if necessary • in particular, to intervene actively to maximise the achievements of students with SEND and those to whom the pupil premium applies
<i>working in partnership: promoting effective teamwork and collaborating with partner primary schools</i>	<ul style="list-style-type: none"> • to contribute to all aspects of the work of the subject team, including providing support to other team members as required • to deploy classroom support staff effectively and imaginatively • to liaise effectively with other school staff and outside agencies to meet the needs of all students taught • to contribute to “taster” and transition activities for children from partner primary schools either at the Academy or in their own school

General

1. To undertake any other duties as may reasonably be expected by the Headteacher commensurate with grade.