**Post:** Main Scale Teacher

**Grade:** Main Scale

**Location:**  Kingsford Community School

**Responsible to:** Learning Area Leader

**Designated staff:**

Other Relationships: All school staff, students, visitors, external agencies

**Overall Responsibility**

* To plan and develop high quality lessons and courses, using a variety of approaches, to continually enhance teaching and learning.
* To be responsible for raising standards and ensuring pupil progress in line with school arrangements.
* To fulfil the requirements of the DfE Teachers’ Standards introduced in September 2012.

**General Teaching Duties**

Teaching and Learning

* Manage student learning through the delivery of well-planned lessons and effective teaching in accordance with the Learning Area schemes of work and policies.
* Ensure continuity, progression and cohesiveness in all teaching.
* Use a variety of methods and approaches, including differentiation to match curricular objectives to the range of student needs, and ensure equal opportunity for all students.
* Set homework regularly, in accordance with the School homework policy to consolidate and extend learning and encourage students to take responsibility for their own learning.
* Work with SEN staff and support staff including prior discussion and joint planning in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
* Work effectively as a member of the Learning Area team to improve the quality of teaching and learning.
* Set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement.
* Use positive management of behaviour in an environment of mutual respect which allows students to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

* Be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge.
* Contribute towards the implementation of IEPs as detailed in the current Code of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
* Assess students’ work systematically and use the results to inform future planning, teaching and curricular development.
* Be familiar with statutory assessment and reporting procedures and prepare and present informative, helpful and accurate reports to parents.
* Keep an accurate register of students for each lesson and registration times. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge and Understanding

* Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
* Keep up-to-date with research and developments in pedagogy and the subject area.

Professional Standards and Development

* Be a role model to students through personal presentation and professional conduct.
* Arrive in class, on or before the start of the lesson, and begin and end lessons on time.
* Cover for absent colleagues as is reasonable, fair and equitable.
* Be familiar with the School and Learning Area handbooks and support all the School’s policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
* Establish effective working relationships with professional colleagues and associate staff.
* Be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
* Maintain a working knowledge and understanding of teachers’ professional duties as set out in the current School Teachers’ Pay and Conditions document, and teachers’ legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
* Liaise effectively with parent/carers and with other agencies with responsibility for students’ education and welfare.
* Be aware of the role of the Governing Body of the School and support it in performing its duties.
* Be familiar with and implement the relevant requirements of the current SEN Code of Practice, DDA and Access to Work.
* Consider the needs of all students within lessons (and implement specialist advice) especially those who:
* have SEN;
* are gifted and talented;

**Equal opportunities and school vision:**

1. To ensure and display commitment to the implementation of the school vision.
2. To be committed to the schools policies on Equal Opportunities and Learning Support, and inclusion.
3. To be committed to the continual raising of levels of achievement for all our students.
4. To work with confidentiality and sensitivity, which are essential when dealing with parents of our multi-ethnic school.

**Person Specification: Main Scale Teacher**

**Post objective:**

* We will base the selection process on these criteria. At each stage of the process, we will assess the merits of each application to determine how far the criteria have been met.

**Qualifications and Education required:**

* Qualified Teacher Status
* Evidence of undertaking in-service training

**Experience required:**

* Experience of teaching English.

**Skills and Ability:**

* To communicate clearly and effectively
* To help deliver a curriculum that meets the needs of all students
* To ensure effective teaching and assessment of whole classes, and of groups and individuals so that teaching objectives are met, and best use is made of available teaching time
* To set high expectations for students’ work and behaviour

**Knowledge and Understanding of:**

* Current educational developments and legislative changes
* Concepts and skills in their specialist subject(s) at a standard equivalent to a degree level
* The principles of assessment and effective record keeping

**Commitment to:**

* The use of ICT as an effective medium for teaching and learning
* Raising the achievement of all students
* The implementation of Equal Opportunities practice throughout the curriculum
* Inclusive Education
* The personal development and well-being of all students