Winton Community Academy
To make our best better

Academies Enterprise Trust
To make our best better

Job Description

Post: **Teacher of English**

Responsible to: **Head of Department**

Department: **English**

Main Purpose of the Role

General professional duties of all teachers are specified in the Conditions of Employment

Particular Duties:

An MPR/UPR teacher is responsible for:

Their own professional development:

- Keeping up to date with research and developments in pedagogy and in any subjects taught, raising, when appropriate, issues with the Deputy Headteacher i/c Curriculum.
- Evaluating their own teaching critically and use this to improve their effectiveness.
- Building up a thorough understanding of their professional responsibilities in relation to academy policies and practices.
- Setting a good example to the students they teach in their presentation and their personal conduct.
- Participating in Performance Management arrangements.

Teaching and Managing Student Learning

- Identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught.
- Setting appropriate and demanding expectations for students' learning and motivation.
- Setting clear targets for students' learning, building on prior attainment and considering each student as an individual
- Identify students who have special educational needs, and ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Using teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Setting high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Ensuring that students are thoroughly prepared for their examinations and that any examination coursework is completed and marked according to examination board and departmental criteria.
- Liaising effectively with support staff working within the department.

- Providing extra-curricular activities to extend and challenge students for at least two after school sessions per week each of forty-five minutes.

Monitoring and Assessing Student Progress:

- Marking and monitoring students' class and homework providing constructive oral and written feedback, setting targets for students' progress.
- Assessing how well learning objectives have been achieved and use this assessment for future teaching.
- Maintaining full records of attendance, homework, National Curriculum Attainments, and examinations for students taught, including members of the tutor group.
- Producing and analysing teaching group examination predictions and results as requested by the Head of Department and the AHT Teaching and Learning.
- Participating in departmental discussions of student targets and progress and of the development of strategies to meet departmental target.
- Overseeing the pastoral needs of all students taught and passing on any concerns to the appropriate member of staff.
- Contribute to the preparation of Action Plans and progress files and other reports
- Mentoring and negotiating individual targets for mentees.

Resources within the Department:

- Selecting and making good use of learning resources to enable teaching objectives to be met.
- Ensuring that stock and equipment is well cared for and economically used.
- Ensuring that departmental rooms present a stimulating and tidy environment.
- Implementing the academy health and safety policy.

Communication with Parents:

- Attending any appropriate meetings with parents.
- Providing informative reports to parents.
- Raising, in consultation with the pastoral team, particular concerns regarding mentees with parents.

Internal Communication:

- Representing the views and interests of the learning area to the Head of Department.
- Providing information required by HODs, HOH, SENCO.
- Actively participating in learning area meetings.

Staff Absence:

- Ensuring that appropriate work has been set and that the resources required are available.
- Supporting supply staff who are working within the department.

Specific Task & Responsibilities:

- Undertake the duties of a mentor or coach as determined by the Headteacher.

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 as and when developments arise and it may be subject to modification or amendment at any time after discussion 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 Headteacher.
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.

Recruitment and Selection Policy Statement

The Academy's governing body committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

Professional Attributes

- Qualified Teacher Status
- Assessed as a good or outstanding teacher
- Relevant specialist qualifications and experience in your subject specialism with the ability to teach at all Key Stages and all abilities
- Evidence of continuing professional development
- Ability to use assessment to raise standards of achievement

Professional Knowledge and Understanding

- Thorough knowledge and understanding of curriculum requirements and developments within your subject specialism.
- Evidence of commitment to the principles and policies of equal opportunities
- Secure knowledge and understanding of a range of Assessment for Learning strategies, demonstrable in their everyday practice
- Secure knowledge and understanding of how to make effective personalised provision for all students, including those for whom English is an additional language and students who have special educational needs
- Ability to teach KS3, KS4 and KS5.

Professional Skills

- Good communication skills
- Work closely with leadership team taking a leading role in developing, implementing and evaluating policies and practice
- Ability to motivate students and colleagues to recognise and respond to the diverse needs of learners
- Ability to design opportunities for learners to develop their literacy and thinking and learning skills within your subject area

Personal Attributes

- Energy, enthusiasm, determination and an insistence on high standards
- A willingness to learn new skills and approaches and to share the experience with others
- Ability to relate to students, parents and carers, colleagues and other partners
- A passion for the value your subject can bring to students and a commitment to the ethos of the wider life of the Academy
- Be able to work under pressure, prioritise and manage time effectively
- Reflective and clear-headed thinker who makes considered judgements
- Resilience
- Reflective practitioner
- Natural leader who can resolve conflicts, create a harmonious and productive team ethos