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| **THOMAS BENNETT COMMUNITY COLLEGE JOB DESCRIPTION** | | | |
| **Job Title:** | **All Qualified Teachers** | | |
| **Pay Range:** | **M1 – 6 / UPR 1-3** | | |
| **Responsible for:** |  | | |
| **Responsible to:** | **Line Manager** | | |
| **Date** | **With effect from date of employment** | | |
| **Job purpose** | | | |
| To teach students within the school and to carry out other associated duties as are reasonably assigned by the Head Teacher.  All Teachers at TBCC are expected to make the education of their pupils 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 pupils | | | |
| **General Responsibilities** | | | |
| The Teachers Standards state that teachers must  1. Set high expectations which inspire, motivate and challenge pupils  • establish a safe and stimulating environment for pupils, rooted in mutual respect  • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions  • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.  2. Promote good progress and outcomes by pupils  • be accountable for pupils’ attainment, progress and outcomes  • be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these  • guide pupils to reflect on the progress they have made and their emerging needs  • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching  • encourage pupils to take a responsible and conscientious attitude to their own work and study.  3. Demonstrate good subject and curriculum knowledge  • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings  • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject  • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics  • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.  4. Plan and teach well structured lessons  • impart knowledge and develop understanding through effective use of lesson time  • promote a love of learning and children’s intellectual curiosity  • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired  • reflect systematically on the effectiveness of lessons and approaches to teaching  • contribute to the design and provision of an engaging curriculum within the relevant subject area(s).  5. Adapt teaching to respond to the strengths and needs of all pupils  • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively  • have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these  • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development  • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.  6. Make accurate and productive use of assessment  • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements  • make use of formative and summative assessment to secure pupils’ progress  • use relevant data to monitor progress, set targets, and plan subsequent lessons  • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.  7. Manage behaviour effectively to ensure a good and safe learning environment  • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy  • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly  • manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them  • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.  8. Fulfil wider professional responsibilities  • make a positive contribution to the wider life and ethos of the school  • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support  • deploy support staff effectively  • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues  • communicate effectively with parents with regard to pupils’ achievements and well-being.  **Personal and professional conduct**  **A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.**   * **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:** * **treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position** * **having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions** * **showing tolerance of and respect for the rights of others** * **not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs** * **ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.** * **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their**   **own attendance and punctuality.**   * **Teachers must have an understanding of, and** **always act within, the statutory frameworks which set out their professional duties and responsibilities.** | | | |
| **Success Criteria** | | | |
| **The College will achieve good or outstanding in our next OfSTED Inspection by ensuring:**  **1. All teaching in the College will consistently meet the ‘Bennett Benchmarks’. Teachers judged to have not met the ‘Bennett Benchmarks’ will be supported through our improving teachers programme.**  **2. The progress of all students in the college will be outstanding and the College will consistently achieve a Progress 8 measure which is significantly better than national (Evidence - Raise on line).**  **3. The performance of all groups of students will be above national comparators and no groups will be consistently and significantly underachieve (Evidence - Raise on Line)**  **4. There will be no in-school variations in performance in our Sixth Form provision, and all subject areas and identified groups of students will achieve in line or better than national expectations.**  **5. Personal development, behaviour and welfare will be graded as at least ‘good’ by OfSTED and the students’ attendance is judged as outstanding.** | | | |
| **Key Tasks** | | | |
| At TBCC the specific teaching responsibilities are as follows:  • To prepare and developing teaching programmes and lessons to promote effective teaching and learning.  • Teach, according to their educational needs, students assigned in the allocated classes; including setting and marking of work to be carried out by the student.  • Control and oversee the use and storage of books and other teaching materials provided for class usage.  • Maintain behaviour in and around the classes in accordance with TBCC teaching and learning policies such as PATH, Feedback for Learning, Literacy for Learning Ready to Learn & Behaviour policies.  • Tutor students, promoting the general progress and well-being of assigned students in any class allocated.  • Contribute to Department meetings, discussions and management systems necessary to co-ordinate the work of the Department and integrate this into the work of the school as a whole  • Promote equal opportunities within the school and to seek to ensure the implementation of the school’s equal opportunities policy  • Monitor and report to parents on the progress of pupils in the allocated class;  • Assess pupils’ achievements and progress in accordance with arrangements agreed within the school  • Mark class attendance registers accurately and in a timely manner on SIMS.  To participate fully in the College’s Appraisal/Performance Management procedures  ***This job description is current at the date shown however in consultation it may be changed by the Executive Headteacher or Head of School to reflect changes in the job commensurate with the grade and job title. In addition, teachers may reasonably be expected to undertake any other duties or one-off tasks at the request from the Executive Headteacher / Head of School.*** | | | |
| **Signed:** | | **Post Holder:** | **Date:** |
| **Signed:** | | **Headteacher: Pauline Montalto** | **Review Date:** |