HEART OF ENGLAND
Creating Futures

TEACHER: ENGLISH
Job Description

1. INTRODUCTION

1.1 POST HOLDER:

1.2 Post Title: **Teacher: English**

1.3 Post Purpose: Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD) and the Teachers' Standards.

To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.

To monitor and support the overall progress and development of students as a Teacher/House Tutor.

To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

To contribute to raising standards of student attainment and progress.

To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

1.4 Reporting to: Curriculum Leader

1.5 Responsible for: The provision of an effective learning experience and the support and safety of students.

SAFEGUARDING: Heart of England School is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and supporting a culture of vigilance with regard to safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or come into contact with.

1.6 Liaising with: Principal, Leadership Team, teachers and support staff, LA representatives, external agencies and parents/carers

1.7 Working Time: Full Time as specified within the STPCD

1.8 Salary/Grade: Classroom Teachers' Pay Scale.

1.9 Disclosure Level: Enhanced.

2. TEACHING (TAKEN FROM THE TEACHERS' STANDARDS 2011)

Preamble

Teachers 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.

Part One: Teaching

A teacher 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.

3. PERSONAL & PROFESSIONAL CONDUCT (TAKEN FROM TEACHERS' STANDARDS 2011 PART TWO)

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.

3.1 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.

3.2 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.

3.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teachers should also be prepared to:

3.4 Take part in the school's staff development programme by participating in arrangements for further training and professional development.

3.5 Continue personal development in the relevant areas including subject knowledge and teaching methods.

3.6 Engage actively in the Performance Management Review process.

3.7 Ensure the effective/efficient deployment of classroom support staff.

3.8 Work as a member of a designated team and to contribute positively to effective working relations within the school and abide by its code of conduct.

4. OPERATIONAL/STRATEGIC

4.1 To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.

4.2 To contribute to the curriculum area's and school's strategic plans and priorities.

4.3 To plan and prepare courses and lessons.

4.4 To contribute to the whole school's planning activities.

4.5 To record and report on the attendance, progress development and attainment of students and to keep such records as are required.

4.6 To provide, or contribute to, oral and written reports and references relating to individual students and groups of students.

4.7 To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience or students.

4.8 To undertake a designated programme of teaching.

4.9 To prepare and update subject materials.

4.10 To apply the CALM Behaviour Management systems so that effective learning can take place.

4.11 To undertake assessment of students as requested by external examination bodies, departmental and school procedures.

4.12 To provide feedback in line with the whole school assessment policy.

5. CURRICULUM PROVISION

5.1 To assist the Curriculum Leader and Vice Principals to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

6. CURRICULUM DEVELOPMENT

6.1 To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's aims and strategic objectives.

7. QUALITY ASSURANCE

7.1 To help to implement school quality procedures and to adhere to them.

7.2 To contribute to the process of monitoring and evaluation of the curriculum area/faculty in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.

7.3 To review and evaluate methods of teaching and resources.

7.4 To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

8. MANAGEMENT INFORMATION

8.1 To maintain appropriate records and to provide relevant accurate and up-to-date information for registers, mark books etc.

8.2 To complete the relevant documentation to assist in the tracking and monitoring of student progress.

8.3 To effectively track student progress and use diagnostic information to inform teaching and learning.

9. COMMUNICATIONS & LIAISON

9.1 To communicate effectively with the parents of students as appropriate.

9.2 Where appropriate, to communicate and co-operate with persons or bodies outside the school.

9.3 To follow agreed policies for communications in the school.

9.4 To take part in liaison activities such as parents' evenings, consultations and liaison events with partner school.

9.5 To contribute to the development of effective subject links with external agencies.

10. MANAGEMENT OF RESOURCES

10.1 To contribute to the process of the ordering and location of equipment and materials.

10.2 To assist the Curriculum Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.

10.3 To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, curriculum team and the students.

11. PASTORAL SYSTEM

11.1 To be a House Tutor to an assigned group of students.

11.2 To be vigilant with regard to children's safety and to promote the general progress and well-being of individual students and of the Tutor Group as a whole.

11.3 To liaise with the Pastoral Managers, Progress Leaders and SENCO to ensure the implementation of the school's pastoral systems.

11.4 To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

11.5 To evaluate and monitor the progress of students and keep up-to-date student records as may be required.

11.6 To contribute to the preparation of action plans and progress files and other reports.

11.7 To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.

11.8 To communicate, as appropriate, with the parents of students and with persons or bodies outside the school concerned with the safeguarding and welfare of individual students, after consultation with the appropriate staff.

12. SCHOOL CULTURE

12.1 To be clear about procedures where there is concern about the safety of a child or adult and to act in a timely way.

12.2 To play a full part in the life of the school community, to support its distinctive aims and values-driven culture and to encourage staff and students to follow this example.

12.3 To support the school in meeting its legal requirements for worship,

12.4 To follow and promote the school's corporate policies.

12.4 To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

13. SIGNATURES

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Post Holder's signature	Principal's signature
Signed	
Dated	Dated: 26/4/17