**THE BRITTONS ACADEMY**

**JOB DESCRIPTION**

**Post: Teacher**

**Grade:** **Main Scale/UPS**

**Accountable to: Director of Study**

**Accountable for:**

* Ensuring good quality teaching and learning
* The standards of attainment – ensuring that Academy targets for your classes are met or exceeded
* Student Progress – Ensuring that all students in your classes make progress which is in line or exceeds the Academy’s expectation
* The quality of marking and feedback to students so that they are fully aware of what they do well and how they can improve
* Establishing a culture of high expectations and embedding ambition
* Creating a positive learning environment where students are stimulated and motivated to learn

**Main Purpose of Role:**

* To support the Principal and SLT in meeting whole school priorities and realising the Academy’s shared vision.
* To take responsibility for delivery high quality lessons for your classes.
* To ensure that all students make good progress in line with the Academy’s expectations.
* To ensure that student progress is rigorously tracked and monitored
* To fulfil the duties and expectations of a member of staff at the Academy
* To fulfil the duties of a Learning Tutor

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| **Accountabilities** | **Roles and responsibilities** |
| **Leading Learning** | 1. To fulfil the schoolteacher’s conditions of service as detailed in the School Teacher’s Pay and Conditions Act.
2. Delivering the National Curriculum for the subject to all age groups and all ability levels
3. Take responsibility for the development, organisation, monitoring and evaluation of courses or schemes of work or series of lessons as part of your contribution to the subject team.
4. To plan and delivery lessons of the highest quality that meet the needs of all students in each classsroom so that all students make excellent progress over time.
5. To assess student progress on a regular basis in order to monitor learning and progress. To use assessment to plan lessons designed to meet the needs of all students.
6. Marking, assessing and recording progress in line with Academy policies ensuring that all students receive high quality feedback on their work in line with the Academy’s marking policy so that learners know what they have done well and understand how to improve.
7. To set and mark homework that motivates students, contributes to their learning and helps develop effective skills for learning.
8. To create an effective climate for learning so that all students can learn effectively and make progress in every lesson.
9. To ensure that the Academy’s Behaviour For Learning Policy is followed so that students are motivated and rewarded when they do well and that inappropriate and distruptive behaviour is dealt with consistently and effectively.
10. To fully commit to your own professional development in order to improve pedagogy and deliver lessons of the highest possible quality
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| **Support& Guidance:** The role of a Learning Tutor | 1. ***Focusing on progress of students in Learning Family:***

Ensure every student has an Individual learning Plan (ILP) by Target Setting Day with clear targets (numerical and learning targets)Monitor the ILP through half termly 1:1 learning conversations Checking assessment data regularly to monitor the progress of students in Learning Family – holding conversations with students if they are underachieving To build aspirations and encourage students to think about and plan for their future1. ***Ensure tutor time is purposeful and focuses on learning:***

Ensure that the programme for LF time is followed e.g. numeracy and literacy activities, etc.To develop opportunities for students to work together and develop their PRIDE skillsTo ensure older students support younger ones with their learning, planning and organisation e.g. homework, literacy and numeracy, reading, etc. * For students in Years 7/8/9 – download the Accelerated Reader Program report and analyse the results – supporting students where necessary
1. ***Attendance & Punctuality***

Take accurate registers at every session* Take responsibility for improving and maintaining the attendance and punctuality of students in your Learning Family:
* Challenge students over attendance (95% or below) – contacting parents when appropriate
* Support and challenge students over punctuality – issuing detentions for 2 or more lates in a week and contacting parents when appropriate
* To ensure that students withing the Learning Family have logged their attendance in their planner each half term – holding conversations where necessary if attendance is an issue
* Recognise and celebrate students with good attendance i.e. top attenders in the Learning Family each half term
* File absence notes in alphabetical order
1. ***Rewards and Behaviour***

Ensuring your Learning Families regularly celebrates learning success in order to build self-esteem and promote confidenceDownload and monitor the rewards and behaviour data for students in the Learning Family from SIMSTo ensure that students are challenged over inappropriate behaviour * To monitor, challenge and support improvement in behaviour through the Academy’s Behaviour for Learning Policy (Wave 1 support).

Check uniform, equipment and planners regularly* Ensure that the Learning Family room has an up to date noticeboard with relevant information and celebrations about learning, rewards and attendance (this should be updated at least weekly and could be maintained by the older students)
1. ***Liaison with home***
* Establish an effective partnership with home so that you are the first point of contact with home regarding pastoral concerns
* To ensure that parental concerns are responded to within 48 hours of being raised

To ensure that your Support & Guidance Manager is kept informed about pastoral issues of your tutees and ensure support/intervention is being implemented where necessary* Writing the tutor section of each student’s annual reports
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| **Self Review and self evaluation** | 1. To be committed to the Academy’s culture of self-review and improvement - leading to transformation of learning and teaching.
2. Contribute fully to the subject’s processes for standardization and moderation to ensure that assessment data is accurate and reliable
3. Track and monitor the progress made by students in your classes against agreed targets and to take action where students are underachieving.
4. Monitor the safety of your classroom’s working environment through regular risk assessment.
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Your duties will be as set out in the above job description but please note that the Academy reserves the right to update your job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any proposed changes.The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other reasonable duties.

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Ms S. Scott, Acting Principal

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Member of Staff

**THE BRITTONS ACADEMY – PERSON SPECIFICATION**

**Post: Teacher**

**Grade:** **Main Scale/UPS**

**Accountable to: Director of Study**

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| Knowledge | Job Requirements |
| *Skills and Abilities* | * Evidence of demonstrating the skills of a good teacher
* A commitment to raising achievement and providing appropriate levels of challenge with clear evidence that students have made good progress in your classes
* Use assessment information effectively to identify strengths and areas for development in order to plan next steps in students' learning
* Evidence of the ability to interest, encourage and engage students;

and securing high standards of behaviour for learning in your classes* Evidence that students in your classes learn effectively, acquire new skills with the ability to work independently and collaboratively
* Evidence of creating a well organised, stimulating learning environment
* Evidence that you have the ability to work as part of a team in planning and implementing the curriculum
* Evidence that you have the ability to work within the framework of national and whole school policies to ensure consistency of practice
* The ability to relate to and communicate effectively with parents and carers and to encourage their active participation in the educational process
* Evidence to show that you are committed to furthering your own professional development
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| *Knowledge & Understanding* | * Evidence that you have a good understanding of current theory and best practice in teaching and learning
* Evidence of a sound knowledge of the National Curriculum for your subject area
* Evidence of an understanding of effective strategies for maintaining high standards of discipline within the classroom
* Demonstrates an understanding of the role of a tutor in order to support learning and progression
* An understanding of equality of opportunity issues and how they can be addressed in schools
* Demonstrate an understanding of the importance of forming and maintaining appropriate relationships and personal boundaries with young people and vulnerable adults
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