KING EDWARD VI SCHOOL

SHAKESPEARE'S SCHOOL

TEACHER OF MANDARIN (TEMPORARY)

Job Description

A. Achievement of Students

Responsibilities:

- To set high expectations which inspire, motivate and challenge students
- To promote good progress and outcomes by students

Roles:

- To establish a safe and stimulating environment for students, rooted in mutual respect
- To set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- To demonstrate consistently the positive attitudes, values and behaviour which are expected of students
- To be accountable for students' attainment, progress and outcomes
- To be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- To guide students to reflect on the progress they have made and their emerging needs
- To demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- To encourage students to take a responsible and conscientious attitude to their own work and study

B. Teaching Quality

Responsibilities:

- To plan and teach well structured lessons up to GCSE.
- To demonstrate good subject and curriculum knowledge
- To adapt teaching to respond to the strengths and needs of all students
- To make accurate and productive use of assessment

Roles:

- To have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- To demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- To demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English
- To impart knowledge and develop understanding through effective use of lesson time
- To promote a love of learning and children's intellectual curiosity
- To set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- To reflect systematically on the effectiveness of lessons and approaches to teaching

- To know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- To have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- To demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- To have a clear understanding of the needs of all students, 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
- To know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements and public examination arrangements
- To make use of formative and summative assessment to secure students' progress
- To use IST and other assessment data to monitor progress, set targets, and plan subsequent lessons
- To give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback

C. Leadership and Management

Responsibilities:

- To fulfil teacher's wider professional responsibilities
- To demonstrate consistently high standards of personal and professional conduct as detailed in the Teachers' Standards 2011
- To have proper and professional regard for the ethos, policies and practices of the School and maintain high standards in attendance and punctuality
- To have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Roles:

- To make a positive contribution to the wider life and ethos of the School
- To develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- To communicate effectively with parents with regard to students' achievements and well-being
- To keep up-to-date with departmental and whole School developments and information, and maintain an up-to-date knowledge and understanding of your professional duties in School
- To carry out a share of supervisory duties
- To evaluate your performance and be committed to your own professional development

D. Pastoral (incl. Behaviour and Safety)

Responsibilities:

- To manage behaviour effectively to ensure a good and safe learning environment
- To help safeguard the welfare of students
- To contribute to the pastoral support of students

Roles:

- To 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
- To encourage high standards of appearance in all students

- To have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- To manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- To maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- To know how to identify potential child abuse or neglect and follow safeguarding procedures
- To know the legal requirements and use the local arrangements relating to the safeguarding of children
- If necessary, to be tutor and carry out related duties with regard to pastoral matters, discipline, attendance and punctuality, reports, assemblies and form rooms, etc.

To take responsibility for other areas as may reasonably be requested by the Headmaster.

Person Specification

A. Professional Attributes

The School seeks a teacher with:

- a good honours degree in a relevant subject
- at least two references with recent knowledge, including a referee from the most recent employer
- Qualified Teacher Status (desirable but not essential)
- a proven track record of excellence in the classroom or on a teacher training programme
- a willingness to grasp the School's ethos and to contribute to the School's wide range of extra-curricular activities
- a commitment to high standards
- the awareness of the challenges and demands of teaching very able students
- the ability to:
    - communicate passion and enthusiasm for his/her subject
    - teach and motivate students in the 11-18 age range
    - work to deadlines
    - listen, reflect and have the capacity to be flexible
- a commitment to the pastoral life of the School
- a determination to build professional relationships and work sensitively with all colleagues, students, parents, Governors and outside agencies
- competence in ICT
- an awareness of the most important recent trends and developments in education
- a commitment to continuing professional development

B. Personal Qualities

The School seeks a teacher with:

- a passion for teaching and learning
- a positive and enthusiastic outlook
- excellent communication, organisational and inter-personal skills
- self-reliance and self-confidence
- self-awareness
- integrity
- an attention to detail
- a well-developed sense of proportion and humour
- resilience and stamina to cope with the demands of the job
- support for a grammar school ethos

King Edward VI School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All applicants are required to declare any criminal convictions or cautions, or disciplinary proceedings related to young people. Applicants must undergo child protection screening, including checks with past employers and DBS and barred list checks.