Vale of York Academy is the newest member of the **Hope Learning Trust Family**, York. This is an exciting time for the academy and, in light of the new formation, will be an exciting opportunity for an ambitious educational professional to join the team. This is a great career opportunity, a chance to work in a small close knit community but with extensive opportunities for professional development across the Trust as a whole.

# Introduction

All posts at Vale of York Academy involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All teaching posts are subject to the general duties and responsibilities set out in the Teaching Standards which all staff have a copy of and which underpin the schools Teacher Appraisal policy. This sets out in detail the duties that it is the professional responsibility of teaching staff to carry out as circumstances require and forms the main source for the role specification for the Subject Teacher. All roles also involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation. All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

# The role of the Subject Teacher

The central focus of the Subject Teacher's role is fostering the learning and progress of the students in his or her care. This involves being an effective teacher of students as well as of the subject. Quality of preparation, subject expertise, teaching skill, pace, challenge, proactive classroom management, effective marking and assessment, high expectations, and positive personal relationships are all central to providing the conditions within which students' personal skills, abilities, understanding, learning and progress can be developed.

Subject teachers are responsible on a day-to-day basis to the appropriate Curriculum Leader with and under whom they are expected to work closely; thence to the relevant Vice Principal; thence to the Principal; ultimately to the Governing Body. Specific responsibilities of Subject Teachers include:

* planning, preparing and teaching courses and lessons, in accordance, where appropriate, with the National Curriculum, department/subject schemes of work, and specifications of examination boards;
* setting classwork assignments regularly, setting homework in accordance with policy and ensuring that all students for which he or she is responsible work at an appropriate pace and level;
* monitoring the progress, development and attainment of students, including assessing progress, marking students' work in accordance with school and department policy and providing feedback so as to encourage success and pride and support progression;
* working to ensure that student progress and added value for each group is in line with, or better than, school targets and expectations;
* registering and checking the attendance of students, offering personal support and guidance, and furthering their progress, well-being and development;
* providing guidance and advice on educational and social matters and progression post-16, and meeting and communicating with parents and with those outside school to review the progress of students and to further their needs;
* recording progress and attainment, writing reports at the appropriate time, and providing oral and written assessments, profiles and references on time as required, for all students taught;
* participating in meetings in designated time as required relating to the curriculum, pastoral care, organisation or administration of the school;
* setting appropriate work in cases of absence, and, in line with national agreements and local practice, providing emergency cover for absent colleagues;
* promoting and maintaining good order and discipline among students, supervising them as required, and safeguarding their health and safety, when they are authorised to be on school premises and when they are engaged in authorised activities elsewhere, including acting in loco parentis and taking charge as necessary;
* ensuring as a priority a calm, ordered and focused working environment in lessons, with students engaged and on task, and following up incidents of poor behaviour in line with school policy and guidelines;
* completing Department and Pastoral Support Plans, and consulting the Curriculum Leader, pastoral staff and Learning Support staff over students whose learning, conduct or development give cause for concern;
* preparing and entering students as required for examinations, including assessing students, recording and reporting assessments, ensuring coursework is set and followed through, discussing levels of entry to the Curriculum Leader, and undertaking revision sessions as appropriate in line with school practice;
* sharing with colleagues in undertaking the administrative and organisational tasks necessary for the effective running of the subject and department;
* ensuring that areas for which the Subject Teacher is responsible are cared for, feature displays that include students' work, and offer an ordered and welcoming environment;
* working with colleagues from within school and outside it to review schemes of work, and develop courses, activities, assessment, and teaching materials and their delivery;
* participating in arrangements for training and appraisal to further the continuing professional review, refreshment and development of self and colleagues;
* working to engender a positive atmosphere based on courtesy and respect, and enhancing the corporate life of the school;
* undertaking the duties of a Form Tutor as required.

The Vale of York Academy has a strong partnership with both the Pathfinder and Ebor Teaching Schools, York and colleagues will be given every opportunity to develop and hone their teaching skills by attending relevant CPD packages. If you are a teacher passionate about English, able to make the complex seem easy and understand the importance of empowering young people to master their own destinies through grasping the power of education, then please do apply!