# **Lincoln UTC**

# **Job Description**

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| **Post** | **Teacher** |
| **Responsible to:** | **Head of Department** |
| **Core Purpose** | The role of teacher within the UTC is essential to the development of professional relationships and impacts significantly on students' progress.  Students need to feel that their teachers are approachable, knowledgeable and support their learning and development. For these reasons, all our teachers must possess the desire to share knowledge and make a difference to our learners’ as they develop into capable young adults and start their chosen careers, following whichever pathway they desire. |
|  | Key tasks |
| **Teaching and Learning**  **Building Partnerships** | * Demonstrate outstanding teaching across the full ability range at both Key Stage 4 and Key Stage 5; * Establish a purposeful and safe learning environment, which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of students and young people, so that students feel secure and sufficiently confident to make an active contribution to learning and to the UTC; * Maintain and develop excellent knowledge and understanding of the subject area and related pedagogy, including the contribution that the subject can make to cross-curricular learning; * Teach challenging, engaging, well-organised lessons and sequences of lessons across the age and ability range; * Use an appropriate range of teaching strategies and resources which meet the needs of students, take practical account of diversity and promote equality and inclusion; * Build on the prior knowledge and attainment of students in order that students make sustained and rapid progress; * Manage the learning of individuals, groups and whole classes effectively, modifying teaching appropriately to suit the stage of the lesson and the needs of the students; * Develop concepts and processes which enable students to apply new knowledge, understanding and skills; * Adapt language to suit the students, introducing new ideas and concepts clearly, using explanations, questioning, discussions and plenaries effectively; * Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students’ progress and levels of attainment; * Support and guide students, colleagues, parents and carers with timely, accurate and constructive feedback on students’ attainment, progress and areas for development; * Review the effectiveness of teaching and its impact on students' progress, attainment and well-being, refining approaches where necessary; * Review the impact of the feedback provided to students and guide students on how to improve their attainment; * Use reports and other sources of external information related to assessment in order to provide students with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement; * Support and guide students to become successful independent learners; * Use assessment as a pivotal part of teaching to diagnose students' needs and plan future teaching; * Know the assessment requirements and arrangements for the subject, including those relating to public examinations and qualifications; * Use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of students and to raise levels of attainment; * Design opportunities for students to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context; * Complete scheduled monitoring and termly reports for students taught, taking account of assessment criteria; * Manage students' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the UTC's behaviour policy; * Know how to identify and support students and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support; * Set appropriate work for classes when absent; * Undertake regular analysis of, and internal reporting on, student progress data from both internal and external sources; * Implement interventions for specific students in order to accelerate their learning following each data input; * Ensure all taught students are set appropriately challenging targets based on their unique starting points and strategies for raising achievement are in place; * Follow the quality assurance system to ensure that high expectations are set and met and that best practice is implemented; * Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which we work, and contribute to the development, implementation and evaluation of the policies and practice, including those designed to promote equality of opportunity; * Have high expectations of students, including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. * Hold positive values and attitudes and adopt high standards of behaviour. * Work proactively with organisations responsible for standards, qualifications and examinations; * Attend and support partnership events with key stakeholders including students, parents, employers, schools, further and higher education establishments; * Ensure the maximum opportunity for young people to prepare for pathways into further learning, training or employment; * Engage with employers to develop the curriculum delivery and learner employability skills, ensuring work related learning experiences are at the core of the UTC curriculum. |
| **Other Responsibilities** | * Comply with health and safety rules and legislation, ensuring the safety of students and staff at all times; * Actively support and promote staff and student recruitment; * Attend meetings, as required; * Attend open evenings, parental events, progress review meetings and other dedicated activities, as required; * Be fully aware of, understand and act upon the duties and responsibilities arising from legislation and guidance in relation to child protection and safeguarding; * Act in compliance with data protection legislation in respecting the privacy of personal information; * Comply with the principles of the Freedom of Information Act 2000 in relation to the management of UTC records and information; |
| **Other Duties** | The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder. |
| **Safeguarding** | Lincoln UTC is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.   Our commitment is underpinned by robust processes and procedures that seek to maximise opportunity, minimise risk and continuously promote a culture of safeguarding amongst our workforce. All successful applicants will be required to complete an enhanced DBS (formerly CRB) check which must be maintained throughout the period of employment. |

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|  | Name: | Signature: | Date: |
| Job Description agreed by: Teacher |  |  |  |
| Job Description agreed by: Principal | . |  |  |