

Job Description Job Title:	Teacher
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Reporting to:	Head of Department
Key Purpose of the Job (This is a single sentence, which identifies the overall purpose of the job)	<p>A. To provide an outstanding academic, pastoral and co-curricular experience so students are able to flourish</p> <p>B. To deliver lessons and provide pastoral care which are of the highest quality to ensure students learning is optimised, lessons are enjoyable and the curriculum is delivered effectively</p>
Written by:	Richard Frame DHCPD
Date:	May 2012

Key Accountabilities

(Statements of 'deliverables' required. All jobs should have between 5 & 8 accountabilities (maximum of 10))

Teacher Accountabilities

- Teaching:** In order to ensure good progress and outcomes by pupils and, through expert guidance, support students to be reflective, independent and collaborative learners:
 - To demonstrate expert subject knowledge and curriculum knowledge and set high expectations which inspire, motivate and challenge students, planning and delivering high quality lessons which are thoughtful and have good outcomes for students
 - To act as a role model of positive values and behaviour, nurture and establish an environment in which students are intellectually curious and are stretched and challenged; manage behaviour effectively and ensure a good, safe and secure learning environment; have high expectations of good behaviours, establishing a clear framework and maintaining good relationships
 - To contribute proactively to the design and provision of a teaching programme or series of lessons; establishing ways to adapt teaching to respond to the strengths and needs of students; know and understand all the needs of students
 - To use assessment to provide feedback to students to enhance learning and to plan and inform future teaching; use formative and summative assessment to secure students' progress;
 - To use and manage data to monitor progress and to feedback to students, parents and middle and senior leaders;
- Pastoral Care:** In order to promote and nurture a safe pastoral environment in which good relationships and communication flourish:
 - To set high standards of care, welfare and guidance for students (academic, co-curricular and pastoral)
 - To provide support and guidance for students in subject, co-curricular and where appropriate university choices
 - To communicate effectively with fellow tutors, students, housemasters and parents on all matters relating to pupils under the direct care; when requested, work collaborative and supportively with colleagues on any issues relating to

pupils under their care

- To know and understand that each student has individual needs; contribute meaningfully to the life of the House; know and use the school systems to provide support for students;
- 3. **Co-curricular:** In order to support the School's aim of delivering an age appropriate, exciting, fun and curriculum enriching programme of activities, which is well staffed, resourced and runs smoothly and safely:
 - To lead where appropriate, contribute to and deliver on the co-curricular programme;
 - To provide support and guidance for students and contribute meaningfully to the life of the School outside the classroom
 - To attend options evening, support pupils and parents in their decision making, support School events and provide encouragement and support to pupils as they engage in the extra curricular activities that are so much part of the life of the School
- 4. **Continuous Professional Development:** In order to ensure teaching and subject knowledge is excellent, up to date and representative of best practice and to develop broader skills, reflecting the School ethos of continuous growth and intellectual stretch:
 - To reflect critically on own practice, evaluating effectiveness (technical and behavioural); actively seek opportunities for growth and development
 - To influence positively the CPD culture within the School, participate actively and ensure knowledge and learning is embedded in teaching practice
 - To contributing to the professional development of others by sharing knowledge and working collaboratively
 - To take responsibility for improving practice and own learning as a professional, respond positively to coaching and mentoring where appropriate and reflect on and consider personal career pathway
- 5. **Culture of the School:** To contribute to and support the ambitious and purposeful environment in which all students flourish in what ever they do; provide guidance and support to students to ensure the good maintenance of high standards of dress, behaviour and manners; establish relationships with colleagues, support staff and students which demonstrate positive values, mutual respect and consideration of and for others; supervise students where necessary during the day, evenings and over the weekend in order to support actively the philosophy and aims of the School in which we seek the best outcomes for students
- 6. **School's policies:** To know and implement the School's safeguarding and anti-bullying policies; manage student behaviour according to the School's behaviour policies, act promptly and purposefully on any areas of noticeable behaviour (both outstanding or inappropriate), escalating as appropriate in order to ensure pupils know what to expect and are able to make decisions on the basis of a clear understanding of the likely consequences of their actions and the School meets its ethos of a providing a warm, friendly and inclusive environment for all studying or working within it
- 7. **Administration and Records:** To complete all required records and systems and keep documentation to ensure that information relating to teaching, pastoral care

is fully documented, up to date and readily accessible, and can be used for audit, reporting and decision-making purposes
Measures (Need to provide details of the key performance indicator(s) used to measure the effectiveness of delivery against each accountability)
<ol style="list-style-type: none"> Teaching: <ul style="list-style-type: none"> Lessons are inspirational, motivational and challenging and are delivered with enthusiasm and commitment; they are well planned, allow for differentiation, are structured and students make good progress. Teachers are highly knowledgeable about and ambitious for their students' academic progress and attainment; assessment and monitoring is prompt, thoughtful and effective; it is used to inform and plan future teaching Pastoral Care: Tutors demonstrate a high level of care, welfare and guidance for their tutees (academically, pastorally and in the co-curricular) so that their tutees can flourish, feel safe and feel well cared for Co-curricular: Teachers' involvement in and with the co-curricular programme demonstrates a high level of commitment to and enthusiasm for the development of students outside the classroom CPD: Subject knowledge is of high quality, is secure and makes an invaluable contribution to departmental resources School Culture: Professional demeanour is characterised by the way in which there is a positive and active contribution to the values and ethos of the School underpinned by energy and enthusiasm; high expectations and positive values are demonstrated and students learn in a safe and purposeful, inclusive environment Policies: Teachers are highly knowledgeable about, support and fully implement School policies. Behaviour is managed constructively, School systems are used appropriately and allow opportunities for students to learn independently and collaboratively; Safeguarding is central to all that we do Administration and Records: records are detailed, clear up to date and easily understood by anyone reading them and ready at hand when required
Key Dimensions Impacted by the Job: (managers and supervisors; other roles only if applicable) (Include number of people managed and job titles; income, and budgets expressed in £pa (state year)
Indicative figures for a full time teacher: <ol style="list-style-type: none"> Will typically teach across all year groups up to and including 'A' level Class sizes of up to 22 but usually less than this Tutee group of c. 10-12 Typically 3 co-curricular activities supported each week
Key Skills and Experience: (Knowledge, Experience, Skills & Abilities) (List all relevant qualifications & length of post-qualification experience, or in-the-job experience, that is necessary)

1. Qualified Teacher Status
2. Good, appropriate honours degree from a good university
3. Evidence of certified continuous professional development
4. Ability to handle, analyse and explain data
5. IT literacy
6. Ability to communicate in the appropriate style with colleagues, students and parents

Key Interfaces:

(Internal and External organisations or people (including job title) with whom you have regular contact)

1. Director of Academic Performance
2. Director of Curriculum Management
3. Heads of Years
4. Exams Officer
5. Parents and pupils (current and prospective)
6. Outside agencies (e.g. medical services, domestic services, travel companies)

Operating Environment and Context of the Role:

(The most challenging features (and reasons) of the job; any critical time constraints, the impact, influences and consequences of the work done etc.)

Bede's Senior School is a non-selective academically ambitious school that seeks to provide a broad and affirming base for its students. Pupils enter the School at the age of 13 and are expected to remain in the School for five years having successfully completed GCSE and A level standard courses. As well as serving the UK population, the School has a strong reputation as an inclusive multi national boarding community of some 330 pupils from a variety of differing cultural backgrounds.

The School is an innovative organisation that seeks to deliver the highest quality teaching and learning experience. Teachers are naturally central to ensuring that the curriculum is delivered in way which does justice to the creative and ambitious pedagogies that are in place, and that they robustly track, monitor and support pupils to achieve the highest possible standards in public examinations. Cultivating a life long love of learning, interest in and broader understanding of the relevancy of the subjects studied at school and their application to life beyond school is equally important as pupils evaluate the many exciting, yet sometimes seemingly overwhelming options that are available to them in terms of future careers.

We all remember the inspirational teachers who have helped us become the people we are as adults, confident and equipped to seek out and meet life's challenges and opportunities. Our unswerving aim is to enable every child to maximise its academic potential in every subject. We do this by developing an innovative, professionally reflective, collaborative, teaching, learning and assessment culture whereby teachers offer students an inspiring and personalised experience of academic learning that reflects those students' individual developmental needs and abilities.

The jobholder will work collaborative with their peers and the HoD to contribute to the development and evolution of an appropriate, challenging and effective curriculum.

The safeguarding, health and safety and overall wellbeing of all pupils and peers within the School is central to all we do and the job holder will work at all times both independently and with colleagues in a way which ensures a safe and fully compliant environment

Safeguarding:

(Details of responsibilities in relation to Safeguarding regulations and any other legal entity or any other governance and compliance. Our minimum statement is stated below and should appear in all job profiles along with any further specific requirements for the role)

Bede's School complies fully with the DCSF Guidance '*Safeguarding Children and Safer recruitment in Education*' and is committed to safeguarding and promoting the welfare of children and young people. The jobholder is expected to share this commitment and comply with all associated internal policies and procedures.

In addition the job holder will be responsible for ensuring all direct reports are aware of and comply with our Safeguarding policy and procedures at all times.

Delegated Authority:

(Clear statement of any Delegated Authorities, to ensure we have clear, documented control over who can perform what task)

Type here:

Organisation Structure Chart:

(An organisation structure chart should be attached which highlights the reporting relationships. It should show where the job fits within the overall structure (reporting to, peers, direct reports etc) including dotted line reports where appropriate)

Organisation chart attached

Job Holder:	Name:		Date:	
	Job Title:			
Approved by senior manager:	Name:		Date:	
	Job Title:			
Approved by Business Manager:	Name:		Date:	