

“To be the best that we can be”

Alcester Academy



Job Description – Teacher

All staff at Alcester Academy strive to enable students to be the best that they can be. Teachers make the education and learning of their pupils their first concern. They are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents/carers in the best interests of their pupils.

1. Set high expectations which inspire, motivate and challenge pupils.

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals and targets that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work, study and progress

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship and learning
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4. Plan and teach well structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's natural curiosity
- Set home learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching and adapt as necessary
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught and to learn effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

- Have a clear understanding of the needs of all pupils, 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 make progress

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour policy.
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Ensure the learning environment is stimulating, safe and supports learning.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy
- Develop effective professional relationships with colleagues, know how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being.
- Ensure Academy policies are understood and adhered to.

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:
 - Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - Showing tolerance of and respect for the rights of others
 - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the Academy and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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TEACHER - PERSON SPECIFICATION

| Qualifications | Essential | Desirable | EVIDENCED (Application Form/Interview/ References) |
|--|-----------|-----------|---|
| DfE recognised Qualified Teacher Status | • | | A |
| Appropriate Degree | • | | A, I |
| Evidence of recent and relevant professional development | • | | A |
| Personal Skills | | | |
| Enjoys working with children and young people | • | | I, R |
| Forms and maintains appropriate relationships and personal boundaries with children and young people | • | | I, R |
| Hardworking, energetic and cheerful | • | | I |
| Resilient | • | | A, I, R |
| Excellent attendance and punctuality record | • | | R |
| Works effectively in a team, sharing issues and best practice | • | | A, I, R |
| Relates well to students and parents/carers | • | | I, R |
| Teaching Skills | | | |
| Excellent classroom practitioner with good classroom management skills | • | | I, R |
| Enthusiastic about their subject and enjoys teaching | • | | A, I |
| Communicates well with students of all abilities and disposition | • | | I, R |
| Excellent subject knowledge – uses innovative practice | • | | A, I, R |
| Works on own initiative – thinks strategically and creatively | • | | I, R |
| Approaches change and continuous development positively | • | | A, I, R |
| Uses ICT as an innovative tool for learning | • | | A, I, R |
| Well organised and good time management skills | • | | I, R |
| Meets tight deadlines with attention to detail | • | | I, R |
| High degree of personal integrity | • | | A, I, R |
| Maintains a sense of perspective and good sense of humour | • | | A, I, R |
| Attitudes | | | |
| Determined to support students' progress | • | | A, I, R |
| Has a thirst for professional development | • | | A, I, R, |
| Willing to contribute to whole school extra-curricular activities | • | | A, I, R |
| Has high expectations of students and self | • | | A, I, R |

Alcester Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
All appointments are subject to DBS checks.