TEACHER - Job Description

Salary Scale: To be confirmed

Duties: The duties and competencies outlined in this job description complement those covered by the latest School Teacher's Pay and Conditions Document. The precise activities described below may develop and vary over time according to the needs and demands of the subject and other school-wide or Trust-wide demands. Such changes are to be anticipated whilst still falling with the spirit and intent of this job description.

Responsible to: Members of the Senior Leadership Team

Responsible for: Ensuring high standards in: Teaching, Learning and Assessment; Outcomes for Pupils; Personal Development, Behaviour and Welfare; Leadership and Management.

During the growth phase of the school, teachers may be called upon to be flexible in the delivery and discharging their duties. This role will support the school in preparing for the arrival of 180 pupils in September 2018 and a further 180 pupils in September 2019 which will form the 'Lower School' (Key Stage 3). Following on from this the school will open its 'Upper School' and 'Sixth Form' in September 2020. It is important to recognise that the responsibilities of this role are likely to vary during the start-up phase.

RESPONSIBILITIES

Ensuring high standards of Teaching, Learning and Assessment:

➢ Deliver high quality lessons in the spirit of the vision for learning set out by the school and your subject leader.
➢ Plan effectively for high quality teaching, learning and assessment through the creative design and effective implementation of Personal Learning Checklists, Assessments, Assessment Schedules and Schemes of Work.
➢ Engage in a collaborative approach to planning as far as possible.
➢ Engage in or deliver appropriate Continual Professional Development opportunities to enhance the quality of teaching, learning and assessment.
➢ Maintain a high awareness of current pedagogical and subject specific developments and adopt as appropriate.
➢ Assist in, and engage with, the monitoring and evaluation of the quality of teaching, learning and assessment within your Subject Area, in line with school policy, through the frequent use of learning observations, drop ins, works samples, pupil/parent/staff voice and assessment moderation.
➢ Ensure homework is used effectively to enhance and develop pupil learning.
➢ Accept and use regular feedback from monitoring and evaluation exercises.
➢ Plan and lead high quality educational trips and events that will enhance learning.
➢ Create a high quality learning environment in the Subject Area through learning focussed displays and resources.

Ensuring excellent outcomes for pupils:

Pupils must be exceptionally well prepared for the next stage of their education (Key Stage 4 and Key Stage 5), comparing well against national progress measures. All pupils are given opportunities to start to discover future career plans so that they are confident in making the correct GCSE, BTEC and A Level option choices at the end of Year 8 and at the end of Year 11.

➢ Pupils are able to articulate their knowledge and understanding in an age appropriate way. They can hold thoughtful conversations with each other and adults.

➢ Maintain a high awareness of how pupils can secure excellent outcomes in public examinations within your Subject Area through CPD, examination board marking and thorough analyses of past papers, recalled scripts and examiners reports.

➢ Ensure Personal Learning Checklists, Assessments and Schemes of Work in all Key Stages are designed to give pupils a high awareness of how to be successful and equip them with the skills to do so.

➢ Give pupils effective feedback in line with the School's assessment policy that is responded to effectively to enable them to be successful.

➢ Use School and departmental systems to track pupil attainment, progress, effort, conduct and organisation.

➢ Ensure attainment and attitudinal data, as well as written progress reports, are submitted to the School in line with School expectations.

➢ Use internal and external attainment, progress and attitudinal data to identify pupils or groups of pupils causing concern for any reason including low attainment, slow rates of progress, poor effort, poor conduct or poor organisation.

➢ Design and implement high impact interventions both in and outside of lessons that remedy these concerns and close attainment/progress gaps between groups of pupils such as SEN and Pupil Premium and the rest of the cohort.

➢ Use attainment and progress data to differentiate effectively in lessons to ensure appropriate levels of challenge for pupils.

➢ Liaise with Form Tutors, Year Leaders, Senior Leaders and any other relevant people to communicate key information about pupil attainment, progress and behaviour.

➢ Communicate key information about pupils to parents/carers in a timely manner through appropriate forms of communication such as email, phone calls, face to face meetings or parents' evenings.

➢ Use Individual Education Plans and advice from key professionals to ensure personalised provision and high rates of progress for disadvantaged pupils.

➢ Pupils read widely and often across subjects to a high standard with fluency and comprehension appropriate to their age.

Ensuring high standards in Personal Development, Behaviour and Welfare:

This includes pupils' spiritual, moral, social and cultural development which must equip them to become thoughtful, caring and active citizens in school and in wider society.

➢ Pupils are confident and self-assured learners. They are proud of their achievements and of their school.

➢ Pupils are provided with opportunities to discuss and debate issues in a considered way showing respect for others.

- Deliver a curriculum that successfully enhances pupils' social, moral, spiritual and cultural development and reinforces key British values.
- Ensure there is a positive culture within your areas of work in which pupils are passionate about learning and conduct themselves impeccably.
- Build excellent, professional relationships with pupils based on mutual respect and trust.
- Use the School's Behaviour and Culture and Ethos policies correctly and effectively.
- Ensure pupils in your care are safe at all times and work in accordance with current School and nationwide child protection procedures.
- Record and log all sanctions, praise and intervention in accordance with Subject Area and School policy.
- Be visible before school, during break and lunchtimes and after school, offering support for staff and pupils within your Subject Area
- Model high standards of professional conduct and dress at all times when representing the school.
- Deliver high quality form time sessions following guidance provided by Year Leaders when given.
- Mentor and intervene with members of your form group where appropriate, accurately logging interventions and monitoring their impact.
- Encourage your pupils to understand the importance of staying fit and healthy and make informed choices about healthy eating, fitness and their emotional and mental well-being.
- Promote an excellent understanding of how pupils can stay safe online and encourage an awareness regarding the inappropriate use of technology which includes social networking.

Effectiveness of Leadership and Management:

- Maintain high quality working relationships with staff that contribute to creating a productive and happy working environment.
- Engage with the School's appraisal system and use it proactively to develop as a professional.
- Assist by reflecting on the effectiveness of subject delivery both informally and through the Subject Area Self Evaluation Form and Development Plan to be reviewed twice a year.
- Prepare for Subject Area meetings using the 'common agenda'. Also attend all other meetings as timetabled or required in directed time.
- Support the School in fulfilling the School Development Plan.
- Work with school leaders internally and externally in reviews and partnerships to develop good practice.
- Contribute to the formulation and review of School policies and procedures.
- Support the induction and mentoring of NQTs during their induction.
- Support the training of PGCE students within the school.
- Equality of opportunity and diversity is promoted exceptionally well within the school. The whole culture and ethos of the school prevents any form of direct or indirect discriminatory behaviour.
- Safeguarding is effective and there is a culture of vigilance where pupils' welfare is promoted. Pupils are listened to and feel safe. Exceptional work is carried out to protect pupils from radicalisation and extremism.

Other duties

➢ Attend all training and events required as part of directed time.
➢ Perform supervision duties as required.
➢ Contribute to the wider life of the school.
➢ Perform all other reasonable requests from the Headteacher.

Outcomes

The work carried out helps raise pupil motivation, aspiration and achievement, improving behaviour and contributing to a wide range of school objectives within the School Development Plan (SDP).

NAME: _____ (Please print)
(Postholder)

SIGNATURE: _____

NAME: _____ (Please print)
(Headteacher)

SIGNATURE: _____

DATE: _____

January 2018
Review Date: Annually July/October