

Post title	Fixed Term - Teacher of Food Technology - Manchester Enterprise Academy (two term maternity cover to end Academic Year 2018-19)
Post holder	
Purpose	To develop excellence in teaching and accelerate progress for all students in your care
Reporting to	
Responsible for	Students in timetabled classes
Liaising with	Other Trust departmental staff and support staff
Contract type	Fixed term, full time, Trust contract

This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.

General Information	
Equality of Opportunity	<ul style="list-style-type: none"> As a member school staff to take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying. Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and equal treatment of all colleagues, children, parents and visitors.
Confidentiality and Data Protection	<ul style="list-style-type: none"> To treat all information acquired through employment, both formally and informally, in strict confidence. To be aware of the school's responsibilities under GDPR 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
To contribute as an effective and collaborative member of the School team	<ul style="list-style-type: none"> Any other duties as reasonably required by any leader of the school. Participating in the ongoing development, implementation and monitoring of the Trust improvement plans. Attend regular meetings as required and make a positive contribution during meetings.
Child Protection	<ul style="list-style-type: none"> Being aware of and complying with policies and procedures relating to child protection reporting all concerns to an appropriate person.
Main duties	
Professional behaviour	<ul style="list-style-type: none"> To maintain high standards of professional behaviour towards colleagues, students and parents/carers To be a role model for students To develop a relationship with students which is professional and caring To maintain an appropriate and professional distance with students in more informal situations, or when dealing with Sixth Form students
Preparation	<ul style="list-style-type: none"> For each course taught, to write and/or work with others to write schemes of work, which address the requirements of the syllabus being followed, in an organised manner, making provision for variety in learning styles and assessment activities To plan lessons which are well-structured and varied, meeting the learning needs of all students and enabling them to be confident in their learning

Teaching	<ul style="list-style-type: none"> ▪ To take responsibility for behaviour before and during lessons ▪ To ensure that students enter the lesson in an orderly, respectful and appropriate manner, and that the tone is set for a purposeful lesson ▪ To manage behaviour in accordance with the Trust's Behaviour for Learning Policy, ensuring that rewards and sanctions are used consistently as described within the policy ▪ To communicate learning objectives clearly to students ▪ To provide a variety of learning activities which maintain interest and meet the needs of individual students ▪ To deliver personalised learning for all students ▪ To ensure that enterprise skills are embedded within the learning ▪ To ensure that students are fully engaged in their learning for the entire lesson and have the opportunity to learn independently ▪ To use assessment activities which test the learning of students and feedback to them in a way to strengthen their understanding and to make them confident in their learning ▪ To ensure that students leave the lesson in an orderly manner and to take responsibility for behaviour at the end of lessons
Assessment	<ul style="list-style-type: none"> ▪ To monitor students' work regularly and to mark in accordance with the Trust's Marking Policy ▪ To use assessment in lessons in line with the Trust's Assessment Policy ▪ To develop assessments, and/or to work with others to develop assessments, so that student progress can be monitored in accordance with the Trust's Assessment Calendar and in accordance with its Assessment Policy
Student progress	<ul style="list-style-type: none"> ▪ To monitor student progress against targets and to ensure progress is made
Personal development	<ul style="list-style-type: none"> ▪ To take responsibility for keeping up-to-date with subject knowledge (to degree level) and in maintaining personal professional development
Trust development	<ul style="list-style-type: none"> ▪ To support the Trust's aims and to carry out its policies ▪ To support the Trust in implementing its Development Plan
Duties	<ul style="list-style-type: none"> ▪ To carry out duties in accordance with published schedules, or in response to reasonable requests within the scope of directed time
Other specific duties:	<ul style="list-style-type: none"> • To continue personal development as agreed in Teacher Appraisal processes and within the Trust Improvement Plan • To engage actively in the Teacher Appraisal process • To address the targets set by the line manager each Autumn term • To undertake any other duty as specified by the Trust's Pay Policy not mentioned in the above • To play a full part in the life of the Trust community, to support its distinctive aim and ethos and to encourage staff and students to follow this example • To promote actively the Trust's corporate policies • To show a record of excellent attendance and punctuality • To adhere to the Trust's Business Dress Code • To be involved in 'out-of-school' hours' activities as required • To promote and implement the Trust's Equal Opportunities Policies in all aspects of employment and service delivery • To assist in maintaining a tidy, healthy, safe and secure environment and to comply with the Trust's Health & Safety Policy, undertaking risk assessments as appropriate • To promote parental and community involvement in the life of the Trust, including attending Parental Consultation evenings and other

	<p>curriculum/pastoral events as required</p> <ul style="list-style-type: none"> • To attend regular meetings before and after Trust hours, including morning briefings • Additional specific responsibilities may be allocated on appointment on consideration of the strengths of the successful candidate and the needs of the Trust.
(Tutoring)	<ul style="list-style-type: none"> ▪ To carry out the role of Form Tutor in accordance with the tutorial procedures set out in the Trust's Behaviour Policy ▪ To care for students in the tutor group, to know them individually and to aim to develop high standards of self-discipline ▪ To liaise closely with Pastoral Strategy Leaders and Pastoral Managers and to ensure that tutorial practice aligns with Trust policy ▪ To be a point of contact with parents/carers and to respond promptly to enquiries from parents/carers

Review and Amendment:

This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document, it may be amended at the request of the Altius Trust or the CEO of the Altius Trust but only after full consultation between all parties. It will be signed if agreement is reached.

In order to succeed in this role, a candidate will need:	E/D	Evidence
Training/Qualifications/Experience		
Qualified Teacher Status (QTS)	E	A
Degree or equivalent qualification	E	A
Recent participation in relevant CPD activities	E	A/I
Successful teaching experience in the 11-16 phase	E	A/I
Professional Knowledge and Understanding		
An excellent understanding of current, relevant issues and developments within education	E	A/I
Knowledge of strategies for raising achievement of students	E	A/I
Understanding of strategies to develop effective Teaching, Learning and Assessment practice in a school setting.	E	A/I
To be a caring and committed professional who has the highest expectations of all students	E	A/I/S
Abilities/Skills/Qualities		
To be an excellent classroom practitioner	E	S
To be able to articulate a clear vision for high quality education	E	A/I
Ability to form strong working relationships	E	A/I
Strong analytical and problem-solving skills	E	A/I/S
The ability to monitor, evaluate and challenge using a range of evidence	E	A/I/S
To be able to plan, prioritise and implement organisational strategies, making the best use of resources	E	I/S
Ability to offer enrichment activities for students and their ability to successfully deliver other subjects.	D	A/I
Excellent communication skills with the ability to relate to all sectors of the Academy community and external stakeholders	E	I/S
The ability to enthuse, inspire, support and motivate others	E	I/S
Safeguarding and welfare of the academy community:		
The ability to maintain appropriate relationships with all members of the academy	E	A/I
The ability to manage student and colleagues' behaviours in a positive way	E	A/I
Be clear on their motivation to work with young people	E	I
Other requirements:		
To be able to successfully collaborate with colleagues across the Academy Trust and in different organisations	E	A/I
Energy, tenacity and the ability to work under pressure	E	A/I

T = Threshold (Minimum requirements), E = Essential, D = Desirable
A = Application, I = Interview, S = Selection Activities (e.g. Lesson Observation)