

Job Description

Name:	
Post:	Teacher/Tutor
TLR Value:	n/a
Purpose:	To ensure students achieve their maximum potential through effective teaching and learning.
Reporting to:	Head of Faculty Head of Year
Liaising with:	Faculty Team Year Team Inclusion Leader & TA Team Technicians/support staff as appropriate SLT
RESPONSIBILITIES	
Professional Values and Practice:	<ul style="list-style-type: none"> • Have high expectations of all students; respect their social, cultural, linguistic, religious and ethnic backgrounds; and be committed to raising their educational achievement • Treat students consistently, with respect and consideration, and be concerned for their development as learners • Demonstrate and promote the positive values, attitudes and behaviour that are expected from students • Communicate sensitively and effectively with parents and carers, recognising their roles in students' learning, and their rights, responsibilities and interests in this • Contribute to, and share responsibly in, the corporate life of the school • Improve teaching, by evaluating it, learning from the effective practice of others and from evidence. Be motivated and take responsibility for personal professional development • Be aware of, and work within, the STPCD (2012) relating to teachers' responsibilities
Knowledge and Understanding:	<ul style="list-style-type: none"> • Know and understand the values, aims and purposes and the general teaching requirements set out for each subject including cross curricular aspects as appropriate • At Key Stage 3, know and understand the relevant National Curriculum Programme(s) of Study. • At KS4 & 5 be conversant with exam board specifications and ensure all require specification criteria are met • Understand how teaching styles should be adopted for student learning which is affected by their physical, intellectual, linguistic, social, cultural and emotional development • Know how to use ICT effectively, both to teach the subject and to support the wider professional role • Understand responsibilities under the SEN Code of Practice, and seek advice from specialists on less common types of special educational needs • Know a range of strategies to promote good behaviour and establish a purposeful learning environment
Planning, expectations and targets:	<ul style="list-style-type: none"> • Set challenging teaching and learning objectives which are relevant to all students. Base these on knowledge of: <ul style="list-style-type: none"> ➢ the students ➢ evidence of past and current achievement ➢ expected standards for students of the relevant age range ➢ range and content of work relevant to students in that age range • Use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how student learning is assessed. Take account of and support students' varying needs so that all groups of learners make good progress and achieve their potential e.g. boys and girls/ethnic groups • Select and prepare resources, and plan for their safe and effective organisation, taking account of students' interests and their language and cultural backgrounds, with the help of support staff where appropriate • Take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable, plan for the deployment of additional adults who support students' learning • Plan opportunities for students to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff as and where appropriate
Monitoring & Assessment:	<ul style="list-style-type: none"> • Make appropriate use of a range of monitoring and assessment strategies to evaluate students' progress towards planned learning objectives, and use this information to improve own planning and teaching • Monitor and assess whilst teaching, giving immediate and constructive feedback to support students as they learn. Involve students in reflecting on, evaluating and improving their own performance • Assess students' progress accurately complying with The Blandford School Assessment, Recording and Reporting Policy. In addition use as relevant National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum assessment frameworks or objectives from the national strategies

	<ul style="list-style-type: none"> Identify and support more able students, who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties Record students' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. They use this to help students review their own progress and to inform planning Use records as a basis for reporting on students' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and students 		
Teaching & Class Management:	<ul style="list-style-type: none"> Have high expectations of students and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where students feel secure and confident Teach the required or expected knowledge, understanding and skills relevant to the curriculum Teach students competently and independently using, as relevant to the subject and age range, the National Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications Teach clearly structured lessons as part of a Scheme of Work which interest and motivate students and which: <ul style="list-style-type: none"> make learning objectives clear to students employ interactive teaching methods and collaborative group work promote active and independent learning that enables students to think for themselves, and to plan and manage their own learning Differentiate teaching to meet the needs of students, including the more able and those with special educational needs Support those who are learning English as an additional language, with the help of an experienced teacher where appropriate Take account of the varying interests, experiences and achievements of boys and girls, and students from different cultural and ethnic groups, to help students make good progress Organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate Set high expectations for students' behaviour and attendance in accordance with The Blandford School Behaviour & Attendance Policy and establish a clear framework for classroom discipline to anticipate and manage students' behaviour constructively, and promote self-control and independence. Ensure incident slips are completed as soon as possible in incidents likely to exclusion (by the end of the school day) or by first thing the following morning Take responsibility for teaching a class or classes over a sustained and substantial period of time. Teach across the age and ability range for which trained Provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently. This should be in accordance with the school Homework Policy Work collaboratively with specialist teachers and other colleagues Recognise and respond effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures Delivering intervention to small groups 		
Meetings:	<ul style="list-style-type: none"> Attend all Faculty and Year meetings Attend whole staff meetings (if part time, a % in relation to contract) Attend cross curricular meetings as appropriate Attend Parents Evenings and Tutor Evenings for relevant year Attend Open Evenings as directed 		
Other specific responsibilities:	<ul style="list-style-type: none"> Complete duties as per the duty rota 		
This Job Description is current at the date shown; in consultation with you it may be changed by the headteacher to reflect or anticipate changes in the job commensurate with post and title			
Name:		Signature:	
Date:		Review Date:	