



Subject Teacher/Form Tutor

Job title: Classroom Teacher/Form Tutor

Reports to: Principal

Date: September 2018 or earlier

1 Purpose of Job

- To ensure the effective learning of students taught
- To ensure effective pastoral care of students in designated form group to support their learning in line with the 'Expectations of the Form Tutor' document
- To contribute to the wider success of the College
- To promote and be involved in extra-curricular activities and the wider life of the college community

2 Main Areas of Responsibility

Part One: Teaching

A teacher must:

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

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students

2. Promote good progress and outcomes by students

- be accountable for the attainment, progress and outcomes in your subject of the students you teach (alongside other teachers where applicable)
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- contribute to the attainment, progress and outcomes of the students in your tutor group
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study

3 . Demonstrate good subject and curriculum knowledge

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- have a good knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject(s), and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship and research
- 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 intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s), including PSHEE

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

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs, , those with English as an additional language and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage, support and challenge them

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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students 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 school, in accordance with the school'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

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- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- Follow agreed health and safety procedures for the subject/faculty area

8. Contribute to self-evaluation

- contribute to the completion of the current school evaluation processes as required
- assist the Principal to complete relevant sections of the college's Annual Development Plan
- take part in lesson observations to share good practice and as part of the college's self-evaluation practice
- participate in subject reviews as required

9. Professional development and performance appraisal

- attend all CPD days and training as required (occasionally this might involve a minimal amount of additional directed time, but this will be well within the directed time allowance)
- review own professional development and identify training needs
- take part in the school's performance appraisal programme and be committed to improving own practice
- have a creative and constructively critical approach towards innovation, being prepared to adapt practice where benefits and improvements are identified
- act upon advice and feedback and be open to coaching and mentoring

10. Budgets/Resources

- assist the Principal to:
 - identify resource needs
 - contribute to the effective and economic management of resources
- keep subject and form rooms tidy and have effective displays

11. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the college
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively as required
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being
- contribute to the school's extra-curricular and enrichment programme which may occasionally include weekend activities
- share in the celebration of success of students for whom a teacher has pastoral responsibility
- contribute to, and support students to contribute to the school's news communications, including the submission of photos; in addition to contributions for any trips organised

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Part Two: Personal and professional conduct

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 school, by:
 - treating students 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 students' 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 students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, 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.

Part Three: Other issues

Awareness of school policies

A teacher is expected to be familiar with the contents of the college policies specific to The National Mathematics and Science College and relevant safeguarding documentation, abide by them and participate in consultation on policy change. Policies are retained on the College staff drive. Applicants for posts will find relevant policies on the school website; teachers offered posts at the college will be given access to policies and other information at induction. Confirmation of compliance with specific college policies must be provided by all staff.

Line Management

- The line manager will be identified on appointment and will carry out the postholder's performance appraisal. Line management may change as a result of staff/post changes.
- Formal line management meetings will take place on an ad hoc basis.

Safeguarding Children

- The college is committed to the safeguarding of the children and vulnerable adults in its care. To this end all employees will need to undergo pre-employment checks including references, a check of any relevant qualifications, photo and address identification.

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- All posts in the College are deemed to have a high degree of contact with children and are, therefore, exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of the pre-employment checking process. Additional information about the Disclosure and Barring Service and the checking process is in the guidance notes accompanying the application form.

Additional Information

- All employees will need to confirm their right to work in this country, or seek sponsorship to work via the school, where appropriate.
- The National Mathematics and Science College and its Board are committed to ensuring consistency of treatment and fairness, and will abide by all relevant equality legislation.
- This is a 'job description' only and is not necessarily a comprehensive definition of the post. It may be subject to modification or amendment, after consultation with the holder of the post.
- Staff may be asked to undertake occasional other, reasonable tasks at the request of the Principal.

Person Specification

	Essential	Desirable	Assessment via application form/ interview/lesson observation/written task
A strong academic background and a good honours degree in teaching subject	✓		Application form
A teaching qualification e.g. PGCE	✓		Application form
The ability to teach the subject at A Level	✓		Application form Lesson observation
Very good teaching, communication and interpersonal skills	✓		Lesson observation
A willingness to participate in extra-curricular activities and trips	✓		Interview
Excellent written and spoken English	✓		Written task Interview

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Good ICT skills	✓		Application form
Efficiency and reliability	✓		Interview
Active support of the ethos and aims of the school	✓		Interview
Committed to the safeguarding and well-being of children and young people	✓		Interview

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