



**POST:** Teacher

**CURRICULUM AREA:** Art & Design

**GRADE:** MPS/UPS

**RESPONSIBLE TO:** Learning Director E&D

**WORKING PATTERN:** Full-time and in line with STPCD.

**KEY RELATIONSHIPS:** UTC Trust, Governors, Leadership Team; relevant teaching and support staff; external partners and representatives; external agencies; parents; local community;

**DBS LEVEL:** Enhanced

**JOB PURPOSE:**

1. To teach across the age and ability range, in line with the UTC programmes of learning at both Key Stage 4 and 5, in such a way as to challenge and inspire students of all abilities.
2. To plan, prepare and teach lessons to students assigned to designated classes according to the students' educational needs with reference to prior attainment, SEN and English as an additional language as required.
3. To assess, record and report on the development, progress and attainment of students in line with UTC policies
4. To contribute to the planning and implementation of the curriculum in accordance with the UTC's policies, national accreditation frameworks and subject guidelines.
5. To liaise with colleagues to ensure a coherent programme of study for the students assigned to designated classes.
6. To set high expectations for students' behaviour establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships.
7. To be familiar with, support and reinforce the aims, ethos, policies and procedures of the UTC and curriculum area with students, staff and parents where appropriate.
8. To promote enrichment and extension activities related to the subject.
9. To be responsible for engaging in self-directed CPD and Professional Development opportunities that the UTC offers.
10. To be aware of and adhere to the standards expressed in the National Teacher Standards Framework.



## RESPONSIBILITIES

### A. Knowledge and Understanding

1. Maintain and develop broad and current knowledge of teaching and learning best practice within the learning area.
2. Maintain knowledge and understanding of the UTC's aims, priorities, targets and action plans.
3. Understand and promote the UTC's specialisms and their impact on students.
4. Understand and promote links between the subject and the wider curriculum.
5. Ensure the effective deployment of all resources.

### B. Teaching, Learning and Assessment – Planning

1. Monitor and evaluate professional plans and Schemes of Learning.
2. Disseminate examples of effective planning practice within the UTC.
3. Gain awareness of the needs of inclusion of all students and groups and make provision for this in planning.
4. Ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning.
5. Assist in the implementation of UTC policies and procedures where appropriate,

### C. Teaching, Learning and Assessment – Teaching

1. Respond to curriculum development and initiatives at national, regional and local levels.
2. Deliver clear objectives in lessons; understand the sequence of teaching and learning, and communicate this to students.
3. Engage in observation of teaching (through performance management arrangements and/or subject monitoring).
4. Identify and promote innovative and effective teaching strategies in the UTC/subject to meet the needs of all students.
5. Support the effective and efficient management and organisation of learning resources including information and communications technology within the UTC.

### D. Teaching, Learning and Assessment – Monitoring Progress

1. Use relevant national, local and UTC data, research and inspection evidence to inform teaching methods.
2. Use assessment data across the UTC /subject to identify trends in student performance and issues for development.
3. Support intervention strategies to address identified issues for development.
4. Evaluate the effectiveness of strategies used to address identified issues and use assessment data to make comparative evaluation of students' performance.
5. Promote Student Voice.

### E. Student Outcomes:

1. Identify quantifiable and challenging student progress objectives for students.
2. Support students in ensuring that agreed student progress target levels are achieved and exceeded.



3. Encourage students' motivation and enthusiasm in the UTC, developing positive responses to challenge and high expectations.
4. Contribute to Learning Area Self Evaluations to produce quality assurance cycle.
5. Monitor the objectives and targets for students with SEN, G&T and different groups of students to promote raising their achievement.
6. Assist in the identification of course / examination entries.
7. Ensure effective communication as appropriate with the parents/carers of students.
8. Liaise with partner UTCs, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies where required.

## **F. Professional Effectiveness – UTC Development:**

1. Support professional development in the UTC through example and support the provision of high quality professional development for staff.
2. Support effective links with the local community, including employer and industry partners.
3. Contribute to the development of effective subject links with partner UTC and the community, attend liaison events in partner UTC where necessary and effectively promote subjects at Open Days/Evenings and other events in partner schools and the wider community.
4. Promote the development of effective subject links with external agencies where required.

## **G. Learning Support:**

1. Support the overall progress and development of students with additional needs
2. Assist in the implementation of the Behaviour for Learning system.
3. Support the Inclusion, Attendance and Punctuality procedures across the UTC.

## **H. Other specific duties:**

1. Be a Form Tutor to an assigned group of students.
2. Promote the general progress and well-being of individual students and of the tutor group as a whole.
3. Implement and deliver agreed learning activity programme(s) for tutor time.
4. Play a part in the life of the UTC community.
5. Promote actively the UTC's corporate policies.
6. Other such professional duties as may from time to time be reasonably required.

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## **Additional Notes**

1. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
2. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
3. The UTC will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition



## Subject Teacher Person Specification

### Our Purpose

Crewe Engineering and Design UTC, will deliver the highest quality school leavers who will be the next generation of engineers and technicians, driving growth in the region's key industries of automotive and rail industries.

The UTC will develop in all its students those abilities, values and beliefs which equip them to make a valuable lifelong contribution as creative engineers and designers of the 21st Century.

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• A Degree or equivalent</li></ul>	<ul style="list-style-type: none"><li>• PGCE (or equivalent teaching qualification)</li><li>• Further completed professional study</li></ul>
<b>Organisation &amp; Management</b>	<ul style="list-style-type: none"><li>• Evidence of success in classroom practice in education</li><li>• Experience in effectively deploying and delivering Schemes of Learning at KS 4 and 5</li></ul>	<ul style="list-style-type: none"><li>• Teaching experience in more than one school</li><li>• Experience of leading an aspect of subject development</li></ul>
<b>Experience, skills and knowledge</b>	<ul style="list-style-type: none"><li>• Evidence of outstanding teaching ability</li><li>• Evidence of subject knowledge and the ability to deliver engaging lessons</li><li>• Evidence of raising achievement</li><li>• Excellent communication skills</li><li>• Experience of working in an effective team</li><li>• Up to date knowledge of OFSTED Framework for Inspection</li><li>• Competent in ICT and willing to be trained as required</li><li>• A clear commitment to extended learning</li></ul>	<ul style="list-style-type: none"><li>• Experience of a specialist school</li><li>• Experience of collaborative work with other educational institutions</li></ul>



<b>Experience, skills and knowledge (contd.)</b>	<ul style="list-style-type: none"> <li>• Demonstrable ability to undertake rigorous self-evaluation and use the findings effectively.</li> <li>• Up to date Safeguarding training.</li> <li>• Product design/DT background</li> </ul>	<ul style="list-style-type: none"> <li>• General engineering workshop skills/knowledge, use of machines such as lathe, milling machine and welding</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Willingness to demonstrate a commitment to the ethos of the UTC.</li> <li>• A good role model for other staff and students - relentlessly enthusiastic, reliable and committed.</li> <li>• A demonstrable commitment to the performance management process</li> <li>• Able to prioritise and manage own time effectively, balancing the demands made by teaching, subject or team work and involvement in UTC development.</li> <li>• Able to demonstrate diplomacy, credibility and stature</li> <li>• Creative thinker</li> <li>• Team player who is able to work collaboratively in a diverse team</li> <li>• Able to deal with people from a broad cross-section of backgrounds at all levels internally and externally</li> <li>• Comfortable when working in uncharted territory</li> </ul>	