St Albans Girls' School

Specialist Business and Enterprise Academy

QUALIFIED TEACHER

Introduction

The core purpose of a qualified teacher is to teach to the highest standards to ensure all students achieve their potential. The post holder fulfils their pastoral role through seeking to maximise students' self-esteem, motivation, aspiration and achievement and by being a Form Tutor.

The Teacher Training Agency has defined the national professional standards for qualified teacher status and these form the content of this job description.

Specific Responsibilities

The postholder is required to perform the duties of a school teacher as defined in the "School Teachers' Pay and Conditions Document" (DFE). S/he will be responsible to the Headteacher and will demonstrate a genuine commitment to our equality & diversity policy, and to the wellbeing of all students.

This job description will be reviewed annually and will form the basis of the Appraisal procedure. Any issues relating to the review of this job description should be brought to the Headteacher's notice by the postholder through the senior line manager.

The postholder will undertake the following specific responsibilities in order to fulfil our statutory requirements, school aims, policies and targets:

1. Knowledge and Understanding

1.1 Have a secure knowledge and understanding of the concepts and skills in your specialist subject, at a standard equivalent to degree level to enable you to teach it confidently and accurately at KS3, KS4 and post-16.

1.2 Have, for your specialist subject, where applicable, detailed knowledge and understanding of the National Curriculum programmes of study, level descriptions or end of key stage descriptions for KS3 and, where applicable, National Curriculum programmes of study for KS4;

1.3 Are familiar, for your specialist subject, with the relevant KS4 and post-16 examination syllabuses and courses, including vocational courses;

1.4 Understand, for your specialist subject, the framework of 14-19 qualifications and the routes of progression through it;

1.5 Understand, for your specialist subject, progression from the KS2 programmes of study;

1.6 Know and can teach the key skills required for current qualifications relevant to your specialist subject, for students aged 14-19 and understand the contribution that your specialist subject makes to the development of the key skills;

1.7 Cope securely with subject-related questions which students raise;

1.8 Are aware of recent inspection evidence and classroom-relevant research evidence on teaching secondary students in your specialist subject and use this to inform and improve your teaching;

1.9 Know, for your specialist subject, students' most common misconceptions and mistakes;

1.10 Understand how students' learning in the subject is affected by your physical, intellectual, emotional and social development;

1.11 Have, for your specialist subject, a secure knowledge and understanding of the content specified in the ITT National Curriculum for Information and Communications Technology in subject teaching;

1.12 Are familiar with subject-specific health and safety requirements, where relevant, and plan lessons to avoid potential hazards.

2. Planning

2.1 Plan your teaching to achieve progression in students' learning through:

2.2 Identifying clear teaching objectives and content, appropriate to the subject matter and the students being taught, and specifying how these will be taught and assessed;

2.3 Setting tasks for whole class, individual and group work, including homework, which challenge students and ensure high levels of student interest;

2.4 Setting appropriate and demanding expectations for students' learning, motivation and presentation of work;

2.5 Setting clear targets for students' learning, building on prior attainment and ensuring that students are aware of the substance and purpose of what they are asked to do;

2.6 Identifying students who:

Have special educational needs, including specific learning difficulties
Are very able
Are not yet fluent in English

and knowing where to get help in order to give positive and targeted support.

2.7 Provide clear structures for lessons, and for sequences of lessons, in the short, medium and longer term, which maintain pace, motivation and challenge for students;

2.8 Make effective use of assessment information on students' attainment and progress in your teaching and in planning future lessons and sequences of lessons;

2.9 Plan opportunities to contribute to students' personal, spiritual, moral, social and cultural development;

2.10 Where applicable, ensure coverage of the relevant examination syllabuses and National Curriculum programmes of study.

3. Teaching and Class Management

3.1 Ensure effective teaching of whole classes and of groups and individuals within the whole class setting, so that teaching objectives are met and best use is made of available teaching time;

3.2 Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships;

3.3 Monitor and intervene when teaching to ensure sound learning and discipline;

3.4 Establish a safe environment which supports learning and in which students feel secure and confident;

3.5 Use teaching methods which sustain the momentum of students' work and keep all students engaged through:

3.6 Stimulating intellectual curiosity, communication enthusiasm for the subject being taught, fostering students' enthusiasm and maintaining students' motivation.

3.7 Matching the approaches used to the subject matter and the students being taught;

3.8 Structuring information well, including outlining content and aims, signalling and summarising key points as the lesson progresses;

3.9 Clear presentation of content around a set of key ideas, using appropriate subject-specific vocabulary and well chosen illustrations and examples;

3.10 Clear instruction and demonstration, and accurate well-paced explanation;

3.11 Effective questioning which matches the pace and direction of the lesson and ensures that students take part;

3.12 Careful attention to students' errors and misconceptions, and helping to remedy them;

3.13 Listening carefully to students, analysing their responses and responding constructively in order to take students' learning forward;

3.14 Selecting and making good use of textbooks, ICT and other learning resources which enable teaching objectives to be met;

3.15 Providing opportunities for students to consolidate their knowledge and maximising opportunities, both in the classroom and through setting well-focused homework, to reinforce and develop what has been learnt;

3.16 Exploiting opportunities to improve students' basic skills in literacy, numeracy and ICT, and the individual and collaborative study skills needed for effective learning, including information retrieval from library, texts and other sources;

3.17 Exploiting opportunities to contribute to the quality of students' wider educational development, including their personal, spiritual, moral, social and cultural development;

3.18 Setting high expectations for all students notwithstanding individual differences, including gender, and cultural and linguistic backgrounds;

3.19 Providing opportunities to develop students' wider understanding by relating their learning to real and work-related examples;

3.20 Are familiar with the Code of Practice on the identification and assessment of special educational needs and, as part of your responsibilities under the Code, implement and keep records on individual education plans (IEPs) for students at Stage 2 of the Code and above;

3.21 Ensure that students acquire and consolidate knowledge, skills and understanding in the subject;

3.22 Evaluate your own teaching critically and use this to improve your effectiveness.

4. Monitoring, Assessment, Recording, Reporting and Accountability

4.1 Assess how well learning objectives have been achieved and use this assessment to improve specific aspects of teaching;

4.2 Mark and monitor students' assigned classwork and homework, providing constructive oral and written feedback, and setting targets for students' progress;

4.3 Assess and record each student's progress systematically, including through focused observation, questioning, testing and marking, and use these records to;

4.4 Check that students have understood and completed the work set;

4.5 Monitor strengths and weaknesses and use the information gained as a basis for purposeful intervention in students' learning;

4.6 Check that students continue to make demonstrable progress in their acquisition of the knowledge, skills and understanding of the subject;

4.7 Are familiar with the statutory assessment and reporting requirements and know how to prepare and present informative reports to parents;

4.8 Where applicable, understand the expected demands of students in relation to each relevant level description or end of key stage description, and, in addition, for those of 11-16 or 18 and 14-19 courses, the demands of the syllabuses and course requirements for GCSE, other KS4 courses, and, where applicable, post-16 courses;

4.9 Where applicable, understand and know how to implement the assessment requirements of current qualifications for students aged 14-19;

4.10 Recognise the level at which a student is achieving, and assess students consistently against attainment targets, where applicable, if necessary with guidance from an experienced teacher;

4.11 Understand and know how national, local, comparative and school data, including National Curriculum test data, where applicable, can be used to set clear targets for students' achievement;

4.12 Use different kinds of assessment appropriately for different purposes, including National Curriculum and other standardised tests, and baseline assessment where relevant.

5. Other Professional Requirements

5.1 Have a working knowledge and understanding of:

5.2 Teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, issued under the School Teachers' Pay and Conditions Act 1991;

5.3 Teachers' legal liabilities and responsibilities relating to:

- The Race Relations Act 1976
- The Sex Discrimination Act 1975
- Section 7 and 8 of the Health and Safety at Work etc Act 1974
- Teachers' common law duty to ensure the students are healthy and safe on school premises and when leading activities off the school site, such as educational visits, school outings or field trips;
- What is reasonable for the purposes of safeguarding or promoting children's welfare (Section 3(5) of the Children Act 1989);
- The role of the education service in protecting children from abuse (currently set out in DfES Circular 10/95 and the Home Office, Department of Health, DfES and Welsh Office Guidance 'Working Together: A guide to arrangements for inter-agency co-operation for the protection of children from abuse 1991);
- Appropriate physical contact with students (currently set out in DfES Circular 10/95);
- Appropriate physical restraint of students (Section 4 of the Education Act 1997 and DFES Circular 9/94);
- Detention of students on disciplinary grounds (Section 5 of the Education Act 1997);

5.4 Set a good example to the students you teach, through your presentation and personal and professional conduct;

5.5 Understand the need to take responsibility for your own professional development and to keep up to date with research and developments in pedagogy and in the subjects you teach;

5.6 Understand your professional responsibilities in relation to school policies and practices, including those concerned with pastoral and personal safety matters, including bullying.

5.7 Recognise that learning takes place inside and outside the school context, and understand the need to liaise effectively with parents and other carers and with agencies with responsibility for students' education and welfare;

5.8 Are aware of the role and purpose of school Governing Bodies.

PERSON SPECIFICATION

EDUCATION AND TRAINING

- Qualified teacher with DFE number or evidence of successful completion of current course
- Knowledge of all recent developments in your specialist subject
- Recent relevant professional development in National Curriculum
- Commitment to personal professional development

EXPERIENCE

- Very successful teaching (teaching practice) record in a similar type of school
- Involved in extra curricular activities

ABILITIES/APTITUDES

- Clear communication skills (spoken and written)
- Very good organisational skills
- Very good inter-personal skills
- Ability to teach to GCSE/A-level
- Willingness to be involved in all aspects of the work of the department and contribute to the wider life of the school
- An understanding of the use of ICT
- Commitment to the highest levels of student achievement
- Commitment to the aims of the school

OTHER REQUIREMENTS

- Readiness to take on the role of Tutor
- Commitment to School and LA Equal Opportunities Policy and Practice and to the wellbeing of all students
- Excellent attendance and punctuality record

MCN
September 2018