



## **The Marvell College**

<b>JOB DESCRIPTION:</b>	<b>MPS SUBJECT TEACHER - Accelerated Leadership Programme</b>
<b>RESPONSIBLE TO:</b>	<b>HEAD OF DEPARTMENT / FACULTY</b>
<b>JOB PURPOSE:</b>	<p>To secure high standards of learning and achievement for all students through the delivery of high quality teaching and the effective use of resources.</p> <p>To promote and support the vision &amp; values of The Marvell College through all aspects of the role of a teacher including the promotion of spiritual, moral, social and cultural development.</p> <p>To provide high quality academic guidance/mentoring for a tutor group.</p>

<b>Areas of Responsibility</b>	
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>Engage in professional enquiry or action research related to a whole school teaching and learning / curriculum priority</li> <li>Contribute to the accelerated leadership professional learning seminars</li> <li>Provide and receive peer to peer support with other accelerated leadership colleagues</li> <li>Engage in professional mentoring from an expert leader</li> <li>Undertake a National Professional Qualification (NPQ) within two years of taking up post</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>Have a detailed knowledge of the relevant aspects of the schemes of work and exam syllabi.</li> <li>Have a secure knowledge and understanding of their specialist subject(s).</li> <li>Understand progression in their specialist subject(s), including before their specialist age range.</li> <li>Deal effectively with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s).</li> </ul>

<b>Planning and setting expectations</b>	<ul style="list-style-type: none"> <li>• Plan effectively to ensure that students have the opportunity to meet their potential, notwithstanding differences of race and gender, and taking account of the needs of students who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available.</li> <li>• Plan effectively, where applicable, to meet the needs of students with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of SEND Education Plans.</li> <li>• To take account of ethnic and cultural diversity to enrich the curriculum and raise achievement.</li> </ul>
<b>Teaching and managing student learning</b>	<ul style="list-style-type: none"> <li>• Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.</li> <li>• Using the Teep model employ teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resource.</li> <li>• Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.</li> <li>• Secure a good standard of student behaviour in the classroom by following the College's Behaviour &amp; Rewards policy.</li> </ul>
<b>Assessment and Evaluation</b>	<ul style="list-style-type: none"> <li>• Assess how well learning objectives have been achieved and use this assessment for future teaching.</li> <li>• Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.</li> <li>• Recognise the level that a student is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject(s) or phase(s) taught.</li> <li>• Set appropriate targets for students.</li> </ul>
<b>Student achievement</b>	<ul style="list-style-type: none"> <li>• Set clear targets for improvement of students' achievement, monitor students' progress towards those targets and use appropriate teaching strategies in the light of this, including, where appropriate, literacy, numeracy and other school targets.</li> </ul>

<b>Relations with parents and wider community</b>	<ul style="list-style-type: none"> <li>• Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.</li> <li>• Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples.</li> <li>• Understand the need to liaise with agencies responsible for students' welfare.</li> </ul>
<b>Managing own performance and development</b>	<ul style="list-style-type: none"> <li>• Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.</li> <li>• Understand their professional responsibilities in relation to school policies and practices.</li> <li>• Set a good example to the students they teach in their presentation and their personal conduct.</li> <li>• Evaluate their own teaching critically and use this to improve their effectiveness.</li> <li>• Take responsibility for implementing school policies and practices, including those dealing with bullying and racial harassment.</li> <li>• Take responsibility for their own professional development, setting objectives for improvements, and taking action to keep up-to-date with research and developments in pedagogy and in the subject(s) they teach.</li> </ul>
<b>Managing and developing staff and other adults</b>	<ul style="list-style-type: none"> <li>• Establish effective working relationships with professional colleagues including, and where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning.</li> </ul>
<b>Managing resources</b>	<ul style="list-style-type: none"> <li>• Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.</li> </ul>
<b>Strategic leadership</b>	<ul style="list-style-type: none"> <li>• Be aware of the school's aims, priorities, targets and action plans, and contribute to the creation of departmental and whole school improvement plans.</li> </ul>
<b>Tutoring</b>	<ul style="list-style-type: none"> <li>• Carry out the responsibilities and duties of a tutor in line with the College's expectations.</li> </ul>

<b>GENERAL:</b>	
1.	The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2.	The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.

3.	The postholder must be flexible to ensure the operational needs of The Marvell College are met.
4.	To promote The Marvell College Equal Opportunity Employment Policy.
5.	The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and The Marvell College Policy and Programme.
6.	Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. *Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation		Essential	Desirable	How identified
<b>1. Qualifications:</b>				
Qualified Teacher Status (or pending PGCE/QTS outcome)	✓		AF/CQ	
<b>2. Relevant Experience:</b>				
Evidence of knowledge and capabilities relating to the teaching of specialist subject	✓		AF	
Teaching across the full ability and 11-16 age range in a Comprehensive School	✓		AF/I	
Excellent classroom practice	✓		I/R	
Teaching specific subject at KS3/4	✓		AF	
<b>3. Skills (including thinking challenge/mental demands):</b>				
Motivation to work with children and young people and/or vulnerable adults.	✓		AF/I	

	Ability to form and maintain appropriate relationships and personal boundaries with children and young people and/or vulnerable adults.	✓		AF/I
	Clarity of purpose and a student-centred vision	✓		AF/R/I
	Use of ICT both in teaching and personal usage for record keeping	✓		I/R
	Innovative approaches to classroom teaching	✓		AF/I
	Ability to motivate pupils of all abilities	✓		AF/I
<b>4.</b>	<b>Knowledge:</b>			
	A knowledge and commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults.	✓		I/R
	KS3/4 Subject Curriculum	✓		AF/I
	Assessment strategies e.g. AfL and APP	✓		AF/I
	Familiarity with a range of ICT programmes	✓		AF
	Data handling and target setting	✓		I/R
	Excellent knowledge of subject area	✓		AF/I
	Ability to create a climate for learning within the classroom	✓		I/R
	Good organisational skills	✓		AF/I
	Willingness to learn and develop professionally	✓		AF/R
<b>5.</b>	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people and/or vulnerable adults	✓		R
	Self motivated and confident	✓		I
	Good oral and written communication	✓		AF/I
	Good personal and interpersonal skills	✓		R/I
	Commitment to raising standards of pupil attainment	✓		R/I
	Good personal word-processing and other ICT skills		✓	AF/R

	<b>Written Skills</b>			
	Good written skills	✓		AF/R
<b>6. Other:</b>				
	Must support the college's aims and values, setting a good example of attendance, punctuality and appearance	✓		R/I
	An effective teacher who has a good rapport with students of all abilities	✓		R/T
	Passionate about the learning and achievement of every student	✓		R/I
<p><b>The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.</b></p>				
<b>7. Competencies:</b>				
	The competencies listed below are <b>all</b> essential requirements for working at The Marvell College; however, those that have been ticked as essential have been identified as key competencies for this role and will be measured as part of the selection process. <b>They are not required to be addressed in the candidate's application form.</b>			
	Leading forward		N/A	
	Improving services		N/A	
	Analysis and decision making		N/A	
	Making things happen		N/A	
	Communicating with impact		N/A	
	Collaboration		N/A	
	Developing self and others		N/A	
<b>8. Additional Requirements:</b>				
	If there aren't any state 'none'		N/A	
			N/A	

9.	<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to The Marvell College obtaining a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	✓	N/A	DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.		N/A	AF(after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)