

**Hebburn Comprehensive School**

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| **Job Description**  **Main Scale Teacher – Food Technology** | |  |
| **Job purpose:** | * To carry out the professional duties of a school teacher, as set out in the current School Teachers' Pay and Conditions Document (STPCD), under the direction of the Head Teacher. * To teach a broad, balanced, relevant and differentiated curriculum. * To monitor and support the overall progress and development of pupils as a class teacher and Form Tutor * To create a learning environment that provides pupils with the opportunity to achieve their full potential. * To contribute to the raising of standards of achievement both within the department and across the school. | |
| **Reporting to:** | Head of Department/Second in Department | |
| **Responsible for:** | No line management responsibility | |
| **Salary:** | MPS | |
| **Working Hours:** | Full time | |
| Disclosure level: | Enhanced | |

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| **Teaching and Learning** |
| * Set high standards and expectations for all pupils. * Motivate and challenge pupils through inspiring teaching. * Ensure good progress and good outcomes for all pupils. * Demonstrate good subject and curriculum knowledge, including exam specifications at GCSE. * Prepare pupils for internal and external assessments and examinations. * Organise lessons effectively to ensure high-quality learning. * Use short-term data to inform lesson planning, in order to meet the needs of all pupils. * Mark pupils’ classwork and homework in line with school policy and set regular homework. * Assess, record and report on the attendance, progress, development and attainment of pupils, as required. * Provide, and contribute to, oral and written assessments and reports for individual pupils and groups of pupils. * Ensure that the contribution to Reading, Writing, Communication and Maths and Social, Moral, Cultural and Spiritual development are reflected in lesson planning and delivery. * Prepare and update teaching resources as appropriate. * Use a variety of teaching styles that stimulate pupils and enhance their learning experience. * Maintain good discipline, in accordance with school procedures, and encourage good behaviour for learning and high standards of classwork and homework. |
| **Strategic/Operational Planning** | |
| * Assist in the development of resources, schemes of work and teaching strategies, both within the subject area and across the curriculum. * Contribute to the objectives in the departmental development plan. * Plan and teach well-structured lessons that meet the needs of the pupils. * Contribute to the design and implementation of an engaging curriculum within the relevant subject area. | |
| **Curriculum Provision** | |
| * Assist the Head of Department/Second in Department in ensuring that the subject area provides a range of teaching and learning experiences in line with the school’s strategic objectives. * Assist in the process of curriculum development to ensure the continued relevance to the needs of students, examining and awarding bodies and the school’s mission and strategic objectives. | |
| **Staffing** | |
| * Take part in the school’s staff development programme by participating in further training and professional development. * Continue own professional development in the relevant areas, including subject knowledge and teaching methodology * Engage actively in the appraisal process. * Ensure the effective/efficient deployment of classroom support and resources. * Work as a member of a designated team and contribute positively to effective working relations. | |
| **Quality Assurance** | |
| * Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria, and to modify and implement, where required * Review methods of teaching and schemes of work. * Take part, as required, in the review and development of activities relating to the department and wider school | |
| **Management** | |
| * Maintain appropriate records and provide relevant accurate and up-to-date information in the school’s MIS, i.e. registers, logging of behavioural incidents etc. * Complete the relevant documentation to assist in the tracking of pupil progress. * Track pupil progress and use information to inform teaching and learning. * Assist the Head of Department/Second in Department to identify resource needs and to contribute to the efficient/effective use of resources. * Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the pupils. | |
| **Communication and Liaison** | |
| * Communicate effectively with the parents, as appropriate. * Follow agreed policies and protocols for communication | |
| **Pastoral System** | |
| * Be a Form Tutor * Promote the general progress and well-being of individual pupils and of the Tutor Group as a whole. * Liaise with the Head of Learning to ensure the implementation of the school’s pastoral system. * Register pupils, accompany pupils to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. * Contribute to the preparation of action plans and progress files and other reports and references. * Alert the appropriate staff to any pastoral issues experienced by pupils. * Communicate, as appropriate, with parents and carers and with persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with the appropriate staff. * Apply the school’s behaviour management systems so that effective learning can take place. | |
| **School Ethos** | |
| * Play a full part in the life of the school community, upholding its values and setting a professional example at all times. * Actively promote all of the school’s policies. * Comply with the school’s health and safety policies and undertake risk assessments as appropriate. | |
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| Staff will be expected to undertake any duty as specified by School Teachers’ Pay and Condition Documents not mentioned above.  Staff are expected to show professionalism at all times | |

**Hebburn Comprehensive School is committed to the safeguarding and well-being of young people. All appointments are made subject to safer recruitment checks.**

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| **Person Specification / Selection Criteria**  **Main Scale Teacher** | | | |  |  |
| **Selection Criteria** | **Essential** | **Desirable** | **Source**  **Source**  A = Application  I = Interview  R = References  T = Task/Observation | | | |
| **Education and Training** |  |  |  | | | |
| Qualified Teacher Status (or working towards QTS) | ✓ |  | A | | | |
| Degree, or equivalent | ✓ |  | A | | | |
| Recent, relevant training | ✓ |  | A | | | |
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| **Relevant Experience** |  |  |  | | | |
| Evidence of successful teaching at KS3 and KS4 in subject area | ✓ |  | A R I | | | |
| Good knowledge and understanding of GCSE specifications for subject area | ✓ |  | A R I | | | |
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| **Aptitude and Skills** |  |  |  | | | |
| A passion for teaching and learning and education | ✓ |  | A R I | | | |
| Ability to meet children’s needs in terms of curriculum, spiritual, personal and social development | ✓ |  | A R | | | |
| Understanding and awareness of current educational developments and the implications of relevant educational legislation | ✓ |  | A | | | |
| Work as part of a team | ✓ |  | A R I | | | |
| Motivate and inspire students and parents | ✓ |  | A R I | | | |
| Knowledge of all necessary NC assessment, recording and reporting | ✓ |  | A | | | |
| Excellent communication skills, both oral and written | ✓ |  | A R I | | | |
| Excellent ICT skills | ✓ |  | A R I | | | |
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| **Corporate Responsibility** |  |  |  | | | |
| Lead by example | ✓ |  | A R | | | |
| High standards of professional conduct | ✓ |  | A R | | | |
| Commitment to the safeguarding of children and young people | ✓ |  | A R | | | |
| Commitment to supporting children’s academic progress | ✓ |  | A R | | | |
| Commitment to comply with all school policies | ✓ |  | A R | | | |
| Commitment to CPD | ✓ |  | A | | | |
| Commitment to participating fully in the teacher appraisal process | ✓ |  | A R | | | |
| Commitment to raising standards | ✓ |  | A I | | | |
| Commitment to equal opportunities and inclusion | ✓ |  | A I | | | |
| Commitment to participation in the full life of the school | ✓ |  | A | | | |

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| **Personal Qualities** |  |  |  |
| Energy, drive and tenacity | ✓ |  | I |
| Resilience | ✓ |  | R I |
| Ability to prioritise time effectively |  |  | I |
| Ability to work under pressure and meet deadlines | ✓ |  | R I |
| Commitment to a team approach | ✓ |  | R I |
| High levels of motivation and commitment | ✓ |  | A R I |
| Ability to achieve challenging professional goals | ✓ |  | A |
| Ability to maintain a sense of humour | ✓ |  |  |
| Willingness to get involved in extra-curricular activities | ✓ |  | A I |
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| **Application** |  |  |  |
| Accurate completion of application form | ✓ |  | A |
| Letter which addresses the person specification | ✓ |  | A |
| Good standard of written English | ✓ |  | A |