

COLSTON'S GIRLS' SCHOOL

"Responsibility, Respect, Resilience, Curiosity"

CASUAL TEACHER

JOB DESCRIPTION AND PERSON SPECIFICATION

Post: Casual Teacher

Reporting to: Head of Department

Specific Duties: Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

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, abilities 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 students' attainment, progress and outcomes
- analyse students' data and test/exam performance to inform planning and intervention.
- plan teaching to build on students' capabilities and prior knowledge
- 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

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

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 according to the Academy timetable 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).

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 of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support 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 within the agreed time, and encourage students to respond to the feedback.
- follow the Academy assessments reporting policies.

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 Academy, in accordance with the Academy's behaviour for learning 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
- 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.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the Academy including co-curricular

- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- plan with and deploy support staff effectively to engage fully in learning and progress.
- 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.
- work with other professionals as needed e.g. speech and language, EP etc.

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 Academy, 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.
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- Teachers must have proper and professional regard for the ethos, policies and practices of the Academy 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: PERSONAL TUTOR

- To act as a personal tutor within the Year system or as a class teacher in Primary.
- To be responsible for the welfare and academic progress of their personal tutor group.
- To act as the first point of contact for parents.
- To monitor and improve attendance rates for the tutor group/class.
- To be responsible for the Academy's reward system within the tutor group/class.
- To meet regularly with the Head of Learning and attend year team meetings (secondary)
- To support inter-house activities as arranged by the Head of House.
- To ensure that students follow the Academy's uniform policy.
- To ensure that students follow the Academy's rules and policies.
- To set a good example in terms of dress, punctuality and attendance.

This job description is intended as an outline indicator of general areas of activity and will be amended in light of the changing needs of the Trust and its academies. It is expected that the post holder will be as positive and flexible as possible in using this document as a framework.

Other duties and responsibilities:

- Carry out other duties that the Principal of the Colston's Girls' School may reasonably request.

Colston's Girls' school is part of Venturers Trust and is committed to equality, safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for all staff.

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Relevant first degree • Qualified Teacher status 	
Experience	<ul style="list-style-type: none"> • Excellent classroom teacher, with a clear commitment to improving the quality of pupils' learning • Extensive knowledge of the taught Curriculum • Experience of using a range of classroom management strategies to promote high quality learning for all children • Use of assessment data to raise standards • Experience of successful and innovative teaching in Key Stages 3, 4 and 5 • Excellent ICT skills • Evidence of a commitment to extended learning for students beyond the classroom 	<ul style="list-style-type: none"> • Potential to be an outstanding classroom practitioner • Experience of working with parents and carers and external agencies • Knowledge of the Ofsted Framework
Professional Learning	<ul style="list-style-type: none"> • Commitment to continuing personal and professional learning. Evidence of commitment to own professional development 	<ul style="list-style-type: none"> • A willingness to develop
Knowledge & Skills	<ul style="list-style-type: none"> • Ability to create a happy, challenging and effective learning environment • Commitment to the vision and ethos of the school • A passion for the subject and knowledge and skills to inspire students • A subject specialist • A creative approach to Teaching and Learning to engage and further children's interests • Commitment and ability to ensure all pupils achieve well and an interest in how students learn • Excellent inter-personal skills and the ability to establish good working relationships with a wide range of people including students, parents and carers, colleagues and Governors • Ability to communicate effectively and accurately, in writing and orally • Ability to inspire, challenge and motivate others to work towards common goals • Ability to prioritise, plan and organise self and others • Energy, imagination and personal commitment • A sense of humour • Reflective and analytical • To have high expectations and aspirations of all children • Knowledge, skills and desire to want to be a Tutor • To have a willingness to be involved in the wider side of school life. • Commitment to the safeguarding and promoting the welfare of children • Commitment to Health and Safety, including staff wellbeing and equal opportunities • Carry out other duties that the Principal of the Colston's Girls' School may reasonably request. 	<ul style="list-style-type: none"> • Understanding of the use of ICT as a management tool
Personal Attributes	<ul style="list-style-type: none"> • Flexibility to cope with diverse needs of the role. • Resilience to work under pressure. • Positive, personable and optimistic. 	

