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| **Specific Role Description** | | | | | | |
| *English Teacher with Humanities* | | | | | | |
| **Team:**  **Area Teaching** | | **Supervisor:**  **Core Subject Lead** | | **MoR :**  **Deputy Head – T&L** | | **Band:**  **Teacher payscale** |
| **Requisite Role Authorities:** | | | | | | |
| **MoR:** | | | | **Supervisor:**  subject learning coach champion plus supervision of the work of learning coaches relevant to in class and remote learning | | |
| **Program Manager:** Subject teaching & curriculum (face to face and remote) | | | | **Team Member:** Teaching Team, Cross area subject team, school staff team | | |
| **Purpose: subject curriculum delivery (on site and remote)**   |  | | --- | | The learning and achievement of all children in the subject | | Treat pupils with dignity, building relationships rooted in mutual respect. | | Work proactively and effectively in the best interests of the children. | | Safeguarding the welfare of children within the school. | | | | | | | |
| **Authorities:** | | | | | | |
| * **Subject curriculum** * **Subject budget** * **Subject lesson planning** * **Remote subject learning curriculum** * **Remote learning lesson planning** | | | | | | |
| **Person Specification** | | |  | | | |
| **Qualifications and experience:** | | |
| * QTS in main teaching subject * Experience in successful subject teaching * Experience in successful SEND teaching * Ability to plan for progression across the attainment range, designing effective learning across a series of lessons * Committed to meeting the needs of all children * Good knowledge and understanding of the National Curriculum. | | |
| **Role Relationships:** | | |
| **Professional:** Learning Coaches, Learning coach champion, House Leads, SENDCo, Core subject leads, Deputy Heads, Head of School, area subject network  **Parents and Community:** all parents/carers,  **Pupils:** all children in the school, children in transition (onboarding/off-boarding), children receiving remote learning support. | | |
| **Role environment** | | | | | | |
| **The role is predominantly based at one of the learning centres and includes on-line/remote learning (Teams) and 1:1 tutoring, at times in the community.** | | | | | | |
| **Key result area** | **Accountability** | | | | **Performance indicator** | |
| **Leadership** | Model behaviour that represents the CMAS way | | | | 100% of the time | |
| Model skills and behaviour that meet the National Teacher Standards | | | | 100% of the time | |
| Review revise and plan improvements to your subject area | | | | Pupil progress | |
| Review revise and plan remote learning packages (subject) | | | | Pupil progress | |
| Monitor access and report on engagement in remote learning. | | | | Reports completed to schedule | |
| Lead and report subject data at meetings | | | | Reports completed to schedule | |
| Complete statutory and company training | | | | Completed to schedule | |
| Personal professional development | | | |  | |
| Subject specific CPD for learning coaches | | | | CPD record | |
| Attend moderation meetings | | | |  | |
| Attend staff meetings. | | | |  | |
| **Teaching and Learning** | Bespoke curriculum planning – using prior and current knowledge and understanding. | | | |  | |
| Review and update S0W in line with NC and needs of the child | | | |  | |
| Inclusive teaching | | | |  | |
| Integrated experience planning | | | |  | |
| Minimum subject teaching time | | | |  | |
| Lesson planning- systematic curriculum delivery | | | |  | |
| Delivery of the curriculum- Motivational and aspirational teaching | | | |  | |
| Baseline assessment | | | |  | |
| Marking & feedback (as per policy) | | | |  | |
| Attainment, progress and outcomes of all children in the subject | | | |  | |
| Assessment of working at (summative) | | | |  | |
| Assessment of progress (curriculum tracker) | | | |  | |
| Analysis of progress data- identification of high and low performers | | | |  | |
| Gap analysis | | | |  | |
| Design and implementation of ‘catch up’ programmes. | | | |  | |
| planning out-of-class activities to consolidate and extend the knowledge and understanding. | | | |  | |
| **Student Services** | Read and implement behaviour support plans. | | | |  | |
| High expectations of behaviour | | | |  | |
| Read and implement learning support strategies (EHCP, pupil passport) | | | |  | |
| Monitor and report lesson attendance (on site and remote) | | | |  | |
| **Community Engagement** | Weekly reports | | | |  | |
| Live progress reports to parents (Arbor) | | | |  | |
| Termly reports to parents (narrative) | | | |  | |
| Maintain good relationships with parents/carers | | | |  | |
| Parent subject support sessions | | | |  | |
| Parent evenings | | | |  | |
| **Finances** | Lead budget allocations | | | |  | |
| Maintain subject resources and equipment. | | | |  | |
| Monitor budget spend. | | | |  | |
| **Facilities** | Establish and maintain a tidy learning environment. | | | |  | |
| Develop and maintain purposeful learning displays. | | | |  | |
| Display a wide range of children's work. | | | |  | |
| **HR** | Report any changes that may impact DBS. | | | |  | |
| Participate in appraisal | | | |  | |
| Report other employment | | | |  | |
| **H&S** | Implement all H&S policies and procedures | | | |  | |
| Safeguard children in line with company policy and national statutory guidance | | | |  | |
| Safe and clean learning environment | | | |  | |
| Teaching space risk assessment | | | |  | |
| Report faults, risks and hazards | | | |  | |
| ESafety | | | |  | |
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