# Christ the King Sixth Form
# Job Description and Person Specification

**Job Title**: Teacher of Business and Health and Social Care

**Responsible To:** Curriculum Director

**Core Job Purpose:** Under the guidance of the Director of Curriculum to deliver outstanding teaching and learning in the context of the College mission and ethos in order to ensure CTK learners make excellent progress and are successful in their studies.

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## 1. Job Description

**The main activities and responsibilities are:**

1.1 Teaching Business and Health and Social Care as appropriate to the College's activities. This may include teaching BTEC Business, as well as BTEC Health and Social Care at Intermediate and Advanced level.

1.2 Delivery of consistently high quality of teaching and learning. This will include:

1.2.1 Managing Teaching

- Having high expectations which inspire and motivate learners.
- Demonstrating the positive attitudes, values and behaviour which teachers are expected to engender in all learners.
- Working to a detailed scheme of work and ensuring that all lessons are thoroughly prepared.
- Building on students' prior knowledge and reflecting their capabilities.
- Challenging all students to make progress and to achieve, as a minimum, their baseline grades.
- Setting homework and preparation tasks as well as planning other out of class activities to consolidate and extend knowledge.
- Helping students reflect on their progress.
- Addressing non completion of work including homework and preparation tasks, and implementing the Disciplinary and Academic intervention processes as appropriate.
- Having relevant and accurate subject knowledge so that students are enthused and inspired to achieve.
- Making appropriate and effective use of Moodle, including the uploading of course materials.
- Preparing students well for their public examinations. This includes examination practice, opportunities for revision and familiarising students with the format and layout of examination papers.

- Making use of relevant data to monitor progress and set targets.

1.2.2 Managing Leaning

Delivering lessons which:

- Meet the needs of all learners, through effective differentiation.
- Include the sharing of clear aims and learning objectives and have a structured beginning and conclusion.
- Include an appropriate variety of delivery methods.
- Actively engage students in their own learning.
- Include well managed activities where the teacher determines who students work with.
- Take place in classrooms that are appropriately organised, well cared for and fit for purpose.
- Ensure all lessons have clear rules and routines for student behaviour in class.
- Have high expectations in relation to student behaviour and challenging poor behaviour where needed.
- Consistently uphold all college standards.

1.2.3 Managing Assessment

Making accurate and productive use of assessment, including:

- Having a thorough knowledge and understanding of the subject examination specification
- Knowing and understanding how to accurately assess student work in line with awarding body requirements.
- Ensuring that assessment opportunities allow students to enhance their learning.
- Providing written feedback to students, which may also be supported by oral feedback.
- Marking work accurately, assessing in relation to Minimum Expected Target grades and providing details of how student work could be improved.
- Employing assessment methods that ensures students are regularly and consistently given feedback on what they need to do to improve.
- Recording assessment outcomes on the on-line markbook regularly.
- Planning assignments and coursework appropriately throughout the year, including the use of interim deadlines and dates for feedback.
- Ensuring students receive accurate information on how and when they will be assessed.
- Undertaking a formal assessment prior to performance monitoring in order to inform the decision with regard to “meeting the academic standard”.

1.2.4 Managing Wider Professional Responsibilities

Demonstrating consistently high standards of personal and professional conduct including:

- Making a positive contribution to the wider life and ethos of the College.
- Delivering effective extension and wider learning activities.
- Completing performance monitoring reports accurately and to deadline.
- Communicating effectively with parents and other key stakeholders.
- Developing effective professional relationships with colleagues.
- Taking responsibility for reviewing practice, implementing agreed actions and delivering high quality teaching and learning.
- Adhering to the professional standards and requirements for staff outlined in College policies.
- Ensuring that contact and communication with students always takes place in a professional context and meets the requirements set out in the staff rules of conduct.

1.3 Undertaking the role of a personal tutor to a group of students. This will include:

- Delivery of a high quality group tutorial lesson as set out in the college pastoral programme.
- Monitoring the progress and well-being of tutees and liaising with parents as required.
- Undertaking one to one review sessions with tutees.
- Keeping abreast of developments in HE and other career opportunities and writing UCAS references as required.

1.4 Being a reflective practitioner and contributing to programme area and college quality reviews and planning processes.

1.5 Meeting the college's requirement for excellent professional practice evaluated through appraisal and other quality processes and working to challenging professional goals.

1.6 Monitoring the condition, security and safety of the teaching areas and the equipment used.

1.7 Supporting the delivery of teaching and learning across the 14-19 phase, as appropriate.

1.8 Promoting equality for students and staff.

1.9 Undertaking other professional requirements specific to this post.

This job description may not necessarily be a comprehensive description of the post. It may be reviewed and subject to modification or amendment at any time after consultation with the post holder.

## 2. Person Specification/Selection Criteria

The post holder will be expected to have the following skills and attributes:

2.1 Mission and Ethos

- An understanding of and support for the Catholic ethos of the college.

2.2 Qualifications

- Degree
- Qualified teacher status or equivalent

2.3 Professional Attributes

- Have high expectations of young people including a commitment to ensuring that students can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high professional standards.
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and contribute to the development, implementation and evaluation of the policies and practice including those designed to promote equality of opportunity.
- Be able to communicate highly effectively with young people, parents, carers, colleagues and other stakeholders.
- An ability to evaluate own performance and be committed to improving practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt practice where benefits and improvements are identified.
- Be able to act upon advice and feedback in order to continually improve practice.
- Be highly organised and very reliable.
- Have excellent IT skills and be able to use these skills highly effectively in teaching and learning activities.

2.4 Professional Knowledge and Understanding

- Have an excellent, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to differentiate learning to provide opportunities for all learners to achieve their potential.
- Know and be able to use a range of approaches to assessment, including an understanding of the importance of sharply focussed feedback.
- Know how to use statistical data to evaluate the effectiveness of teaching, to monitor the progress of those taught and to raise levels of attainment.
- Know how to use reports and other sources of external information related to

assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

- Have a secure knowledge and understanding of the subject/curriculum area and related pedagogy.
- Understand how young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- In the context of whole class teaching, know how to make effective personalised provision for students, including those for who English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

2.5 Professional Skills

- Be able to plan teaching and learning thoroughly, including the ability to write, review, update and work to highly effective schemes of work.
- Know how to plan for progression across the 14-19 age and ability range designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge.
- Be able to teach challenging, well organised lessons and sequences of lessons across the post 16 age and ability range, using a very good range of teaching strategies and resources.
- Be able to manage the learning of whole classes, groups and individuals very effectively, modifying teaching appropriately to suit the stage of the lesson and the needs of the learners.
- Be able to teach engaging and motivating lessons informed by well-grounded expectation of learners and designed to raise levels of attainment.
- Know how to provide timely, accurate and effective feedback on learners' attainment, progress and areas for development.
- Be highly reflective and know how to review the effectiveness of teaching and its impact on learners' progress, attainment and well-being, refining approaches where necessary.
- Know how to identify and use opportunities to personalise and extend learning through out-of class activities where possible making links between in-class learning and learning in out-of-class activities.
- Be able to manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the College code of conduct.