

Job Description

Job Title	Subject Teacher
Department	SGS Berkeley Green UTC
Reporting to:	Head Teacher
Main Purpose of the role	
<ul style="list-style-type: none"> • Work with the Principal, Senior Leadership Team, Teaching and Non-teaching colleagues to implement SGS Berkeley Green UTC's vision, policies and practices. • To deliver high quality learning & teaching in order to maximize student progress in classes taught. • To support the academic, social, moral and cultural development of students through the team leader (tutor) role and to fully participate in the UTC enrichment programme. 	
Key Tasks / responsibilities:	
<ol style="list-style-type: none"> 1. Set high expectations which inspire, motivate and challenge students. <ul style="list-style-type: none"> • Establish a safe and stimulating environment for students, rooted in mutual respect and professionalism. • 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. <ul style="list-style-type: none"> • Be accountable for students' attainment, progress and outcomes. • Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these. • 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. <ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas taught, foster and maintain students' interest in the subject, and address misunderstandings. • Demonstrate a critical understanding of developments in the subject area and its links to industry. • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject. • Demonstrate an understanding of and take responsibility for promoting high standards of numeracy and the correct use of mathematical terminology, whatever your specialist subject. 4. Plan and teach well-structured lessons <ul style="list-style-type: none"> • Impart knowledge and develop understanding through effective use of lesson time. • Promote a love of knowledge, intellectual curiosity and learning by doing. 	

- Plan out-of-class activities to consolidate and extend student's knowledge and understanding.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Embrace the use of advanced technology in lessons where appropriate.
- Contribute to the design and provision of an engaging, real world curriculum.

5. Adapt teaching to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately
- 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 young people, 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; those that are LAC; those who attract Pupil Premium and be able to use and evaluate distinctive teaching approaches to engage and support them in closing any gaps in attainment.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas you teach.
- 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, and encourage students to respond to the feedback, giving dedicated improvement times in lessons.

7. Manage behavior effectively to ensure a good and safe learning environment.

- Take responsibility for promoting professional and courteous behavior in teaching areas and around the UTC, in accordance with the UTC Behavior Policy.
- Use praise, sanctions and rewards consistently and fairly in line with UTC expectations.
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- Maintain professional relationships with students, exercising appropriate authority when necessary.

8. Fulfil wider professional responsibilities

- Make a full and positive contribution to the wider life and ethos of SGS Berkeley Green UTC.
- Develop effective professional relationships with colleagues and industry partners, knowing how and when to draw on advice and specialist support: being prepared to adapt practice where necessary.
- Deploy support staff effectively where appropriate.
- Take responsibility for improving teaching through appropriate professional development.
- Communicate effectively with students, parents and carers with regard to achievements and well-being.

Personal and Professional Conduct

- Act with honesty and Integrity.
- Forge positive professional relationships within and beyond SGS Berkeley Green UTC and SGSAT
- Be committed to collaboration and co-operative working.
- Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Have regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- Show 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.
- Have proper and professional regard for the ethos, policies and practices of the SGSAT, and maintain high standards in their own attendance and punctuality.

<ul style="list-style-type: none"> Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
<p align="center">Supporting Trust Goals and Values – all roles</p>
<p>In addition to the particular requirements and characteristics of individual roles, all people employed by SGS Academy Trust are expected to actively support the achievement of the Trust's goals and, at all times, both internally and externally, to behave in a manner consistent with the Trust's mission and values.</p> <p>This means:</p> <ul style="list-style-type: none"> Performing your role and delivering your service in a way that helps the Trust achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments. Promoting the image of the Trust as one that is committed to the highest standards of delivery and service. Sharing the Trust's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work. Sharing and prioritising the effective implementation of the Trust's Equality and Diversity Policy. Promoting and implementing best practice in Health and Safety
<p align="center">Other information</p>
<p>The above duties are subject to the general roles and responsibilities contained in the Statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.</p> <p>The UTC will pay all teaching staff in accordance with the qualified or unqualified scale depending upon qualifications.</p> <p>All employees are expected to take part in the UTC enrichment programme and work such hours as may be needed to enable the effective discharge of the teacher's professional duties and to meet the educational needs of our students. Working time for a full time post will be 200 days per year, to support CPD, employer engagement and UTC Open days/events.</p> <p>The SGS Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants.</p> <p>Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.</p>
<p align="center">Level of Disclosure and Barring (DBS) disclosure required</p>
<p>Enhanced with barred list checks</p>
<p align="center">Author and Date</p>
<p align="center">Louise Davies – January 2020</p>

Job Evaluation (for HR Completion)					
Score		Profile		Level	

As the needs of the Trust change, so the above job profile, duties and location of the role within the Trust may be adjusted accordingly.

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Person Specification

Subject Teacher

Criteria	Essential	Desirable	Assessed by
Qualifications and attainments			
Teaching Qualification	✓		Application form
Qualified Teacher Status		✓	
First Degree	✓		
Evidence of further study		✓	
Evidence of CPD and its impact on school improvement	✓		
Experience and knowledge			
Proven record of success as a teacher or lecturer in education or within an industrial environment		✓	Application / Reference
An understanding of barriers to learning and how to overcome these	✓		Interview / Reference
Excellent classroom practitioner with knowledge, understanding & practical application of effective learning & teaching strategies in order to raise standards	✓		Interview / Reference
Clear vision for & track record of raising achievement, including strategies for dealing with underachievement	✓		Interview / Application

Criteria	Essential	Desirable	Assessed by
Understanding of behaviour for learning	✓		Interview / Application / Ref
Knowledge & understanding of the implications of current educational issues related to the 14-19 agenda.	✓		Interview
Experience of working with SEND, G&T, ASD students	✓		Interview / Reference
Skills and abilities			
Excellent Subject knowledge in relevant subjects areas at KS4 and KS5	✓		Interview
Enthusiastic, optimistic. with a sense of humour	✓		Interview
Ability to create an atmosphere conducive to outstanding learning for all students	✓		Interview
Positive & practical approach to change & challenge	✓		Interview / application / references
Capacity to innovate, inspire & motivate	✓		Interview / application
Ability to link learning with the real world and work alongside industry partners.	✓		Interview / application
Effective organisational and administrative skills	✓		Interview / application
Excellent Literacy, Numeracy and ICT Skills	✓		Application / reference
Good team leader & player, sharing accountability for achievement & success	✓		Application / reference
Knowledge and understanding of health and safety, safeguarding, preventing extremism and radicalisation and SMSC	✓		Interview / application / references

Criteria	Essential	Desirable	Assessed by
Willing to challenge inefficiency, ineffectiveness or complacency	✓		Interview / application / references
Essential Trust Attributes			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/ interview
Influencing skills: The ability to persuade others.	✓		Application form/ interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/ interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/ interview