JOB DESCRIPTION

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JOB TITLE	Subject Teacher	**SALARY**	MPS / UPS
RESPONSIBLE TO	Head of Department	**LOCATION**	UTC Oxfordshire
DIRECT REPORTS	N/A	**TEAM**	Teaching
LAST REVIEWED	April 2026	**Signatures (employee and line manager)**	

JOB PURPOSE

To carry out the professional duties of a teacher with a commitment to raising standards of learning and achievement for all students. The role involves delivering high-quality teaching and pastoral care, fostering an inclusive and supportive learning environment, and ensuring the effective use of available resources. Through dedication to professional development and collaboration, the post holder will contribute to continuous school improvement and student success.

MAIN DUTIES AND RESPONSIBILITIES

Strategic Role
Teachers are expected to actively contribute to the development of the school's and Trust's aims, priorities, targets, and action plans. They play a key role in shaping and implementing whole school and subject-specific policies and practices. Teachers foster a positive and supportive climate that empowers colleagues to develop confidence and enthusiasm for the subject. They ensure that the subject is coherently linked to the wider curriculum and that statutory requirements for curriculum delivery, assessment, recording, and reporting of student attainment and progress are fully met

Planning and Setting Expectations
Teachers are expected to plan and deliver effective lessons and sequences of learning that address the individual needs of all students. They will contribute to the development and evaluation of schemes of work, using assessment and prior attainment data to set appropriately challenging targets. Planning will be responsive to the needs outlined in SEN statements and Individual Education Plans (IEPs), with close collaboration with teaching assistants, the SENCO, and other relevant support services to ensure inclusive and high-impact provision.

Teaching and Managing Student Learning
Teachers will employ engaging and inclusive methods that stimulate intellectual curiosity, promote effective questioning, and ensure clarity through skilled explanation and use of resources. They will establish high expectations for behaviour, maintaining discipline through purposeful teaching and positive relationships. Teachers will motivate all students, identify underachievement or disaffection and take action to address it. Support for students with special

educational needs will be proactive and targeted, with progress monitored against IEP targets. Teaching will ensure curriculum coverage, continuity, and progression, meeting the needs of high-achieving students as well as those requiring additional support. Teachers will develop both individual and collaborative learning skills, strengthen students' literacy, numeracy and ICT capabilities, and foster understanding of civic responsibilities. They will also recognise and address racial issues with sensitivity and professionalism.

Assessment and Evaluation
Teachers will consistently monitor student progress and provide clear, constructive oral and written feedback. They will contribute to the design and review of a variety of assessment activities and actively participate in the evaluation of subject delivery and personal teaching practice.

Student Achievement
Teachers are expected to demonstrate the impact of their teaching on student outcomes, ensuring that all pupils make progress in line with, or exceeding, national expectations for similar groups.

Liaison with Parents and the Wider Community
Teachers will foster partnerships with parents, sharing information on curriculum, student progress, attainment, and targets. They are encouraged to build meaningful links with the local community, including business and industry, to enrich subject delivery and broaden students' horizons. Effective communication with parents, governors, and external agencies is a vital component of the role.

Staff Collaboration and Development
The post holder will establish positive working relationships with colleagues and actively engage in their own performance management. This includes participating in the appraisal of others and supporting the induction of early career teachers. By modelling professional practice and engaging in coaching and external networks, teachers will support the continual development of staff.

Resource Management
Teachers are responsible for maintaining and improving resources and for ensuring the efficient and effective deployment of learning tools, including ICT and support staff.

Professional Development
Teachers will prioritise their time to meet professional goals, take ownership of their development, and integrate new learning to improve classroom practice. Staying informed on subject-specific updates and wider educational developments is integral to the role.

Safeguarding and Wellbeing
Staff will uphold the highest standards in safeguarding and promoting the welfare of all students, following the school's Conduct Guide and the Computing Code of Conduct.

Health and Safety
All staff are expected to uphold the school's commitment to health and safety, ensuring the wellbeing of students, colleagues, and visitors at all times.

Additional Duties
In addition to their teaching responsibilities, staff may take on specific roles such as Form Tutor and participate in the school's duty rota. Staff at the school are genuinely committed to innovative and dynamic approaches to teaching and learning. We are dedicated to safeguarding and promoting the welfare of all students and expect all staff to share this commitment.

The Trust maintains a professional dress code for all employees and operates a non-smoking working environment

UPPER PAY SCALE

Teachers on the Upper Pay Scale (The following activities are indicative and may be adapted to reflect individual strengths and setting-specific priorities).

- Contribute significantly to the development, implementation and evaluation of our Trust's policies, practices and procedures, so as to support the
- Trust's vision and attributes.
- Have extensive knowledge of their subjects/curriculum areas, related pedagogy and assessment
- Provide a critical role in the life of our Trust
- Be a role model for teaching and Learning
- Make a distinctive contribution to the raising of pupil standards
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupil's learning.
- Lead on (e.g. teaching and learning and pedagogy and curriculum initiatives in a subject or year group).
- Provide pastoral care as required and being aware of mental health and well-being needs
- Provide advice, coaching and mentoring to other teachers in order to help them develop and meet the relevant standards.

GROUP/ EMPLOYEE RESPONSIBILITIES
• To always work and act in accordance with the Trust's Vision, Values and Strategic Plan. • To demonstrate professional behaviours and attributes at all times. • To ensure that activities under your control are carried out in accordance with the Trust's safeguarding, health and safety, and other relevant policies and procedures. • To safeguard the welfare of children, young people and other vulnerable individuals with whom you come into contact, contributing to a learning environment where students feel safe, supported and where British values are promoted. • To take reasonable care for your own health and safety and that of colleagues, visitors and others who may be affected by your actions. • To work flexibly and undertake other duties as reasonably requested, consistent with the nature of the role.

Specification	Essential	Desirable	Evidence
Qualifications	Degree and Teaching Qualification Enhanced DBS Ongoing CPD Portfolio	Post graduate qualification.	Application form and certificates
Experience	At least two years' teaching experience in a secondary school Evidence of a successful experience of curriculum/subject development	Experience of teaching across the age and ability range. Evidence of successfully planning and implementing curriculum developments	References and interview
Technical Competencies and Skills	An experienced and strong classroom practitioner		Interview
Philosophy	Commitment to self-evaluation and continuous improvement. Commitment to sharing best practice.		Application form and interview

Professional knowledge / understanding	Understanding of National Curriculum and its requirements. Understanding of what constitutes added value in an educational context. Thorough understanding of current initiatives and developments in education. Awareness of different learning styles and multiple intelligences. Awareness of how to use comparative data for benchmarking and target setting. Understanding of the pastoral role of schools and the work of external agencies. Understands their responsibility for promoting and safeguarding the welfare of children.		

ACTIVATE LEARNING EDUCATION TRUST

ACTIVATE LEARNING

ATTRIBUTES

PROFESSIONAL

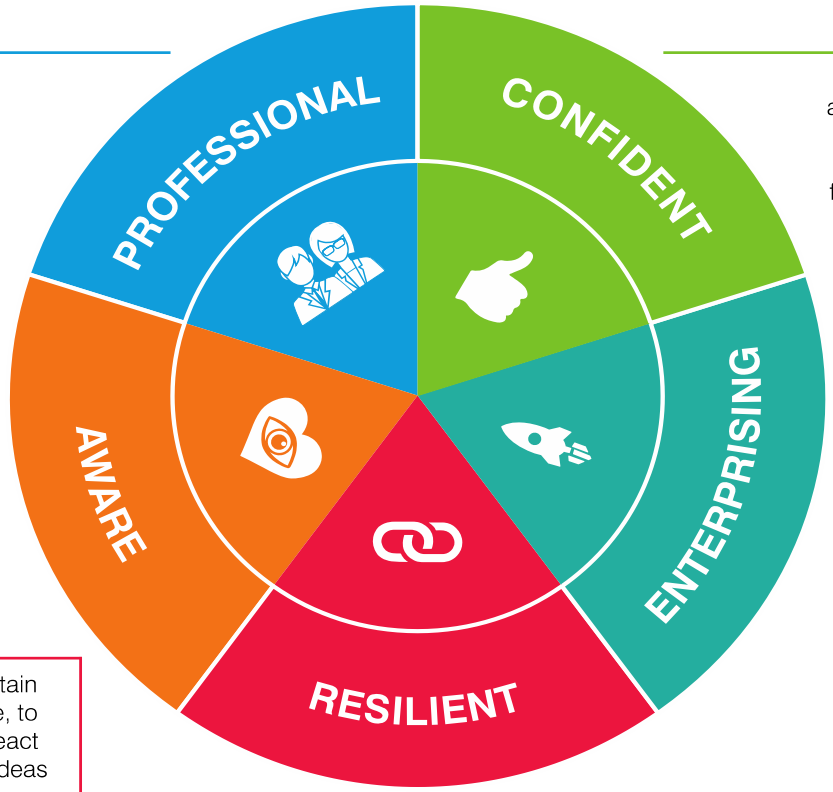
Employees work together collaboratively, building positive relationships to achieve great results, whilst communicating confidently and sensitively using appropriate technology, and always acting as an ambassador for their Department, Faculty, Team and the wider Activate Learning Group.

AWARE

Employees recognise and understand emotions in themselves and others and are able to use this awareness to manage and adjust their behaviour and relationships.

RESILIENT

Employees have the ability to sustain their energy levels under pressure, to cope and adjust to change and react positively and proactively to new ideas and ways of doing things, viewing change as a positive opportunity.



CONFIDENT

Employees are positive in their approach, understand the needs and aspirations of their learners, colleagues and customers and feel assured within the principles of the Learning Philosophy to motivate and influence themselves to succeed, articulating how their contribution makes a difference.

ENTERPRISING

Employees approach problems and challenges positively, demonstration a desire to deliver new ideas and offer fresh insights, whilst continuously learning and improving to make a positive contribution to their Department, Faculty, Team and the business as a whole.

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This job description is written at a specific time and is subject to change as the demands of the organisation and the role develops. The role requires flexibility and adaptability, and the employees of the Trust need to be aware that they may be asked to perform tasks and be given responsibilities not detailed on this job description.

Diversity Statement
Activate Learning Education Trust recognises and values the enriching contribution that people from a wide range of backgrounds and experiences bring to the life and development of the Trust. We are committed to providing an education service which, in its teaching, administration and support services, actively promotes equality of opportunity and freedom from discrimination in accordance with the Equality Act 2010. This includes, but is not limited to, age, disability, sex, gender reassignment, pregnancy and maternity, ethnicity, religion or belief, sexual orientation, marriage and civil partnership.

Health and Safety Statement
All employees have a responsibility to promote and maintain a safe and healthy working environment, by taking reasonable care of their own health and safety at work and the well-being of colleagues and students. Line managers have specific responsibility for the health and safety of the team for which they have general management responsibility.

Safeguarding Statement
Activate Learning Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safeguarding is a responsibility for all staff and applies at all times. Safer recruitment checks will be undertaken in accordance with statutory guidance.

April 2026.