

JOB DESCRIPTION – Sixth Form College Teacher

This job description may be amended at any time following discussion between the Principal (or member of the Leadership Team) and member of staff; and will be reviewed annually to ensure that it is an active description of the responsibilities and duties of the individual post holder and that these responsibilities and duties match the needs of the College.

Areas of responsibility and key tasks

A. Planning, Teaching and Class Management to:

Teach allocated students by planning their teaching to achieve progression of learning in accordance with the College's policies. This will include:

- identifying clear teaching objectives and specifying how these will be taught and assessed;
- setting tasks which challenge students and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- working actively to create an ethos that promotes race equality, celebrates cultural and academic diversity and ensures the inclusion of students of all abilities, including those with Special Educational Needs.
- identifying and taking steps to meet the particular needs of students with SEN / AEN or very able students;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensuring coverage of programmes of study;
- ensure effective teaching and best use of available time;
- use of ICT to advance learning
- monitoring and intervention to ensure sound learning and behaviour;
- the use a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - ii. use effective questioning, listen carefully to students, give attention to errors and misconceptions;
 - iii. select appropriate learning resources and develop study skills through use of the Innovation Centre, IT and other sources:
- ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught; and
- evaluate their own teaching critically to improve effectiveness.

To act as personal tutor for a group of students where required

Additional Standards

- take account of students' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies with reference to, in particular, the underpinning key skills of literacy, numeracy and IT.
- to help design and implement a student-centred curriculum, quality frameworks and procedures which improve access, retention and achievement of students within courses and/or subjects taught.
- encourage students to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- use a variety of teaching strategies which involve planned formative assessment and active learning strategies
- manage parents/carers and other adults in the classroom.

B. Monitoring, Assessment, Recording, Reporting - to:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching and learning;
- mark and monitor students' work and set targets for progress;
- assess students' work in accordance with awarding body guidelines and schedules
- ensure students are entered for examinations or other methods of assessment on time and in accordance with College policy
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving; and
- prepare and present informative reports to parents/carers.

C. Other Professional Requirements – to:

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the College;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every student the opportunity to reach their potential, to meet high expectations and reach the five outcomes of The Children's Act:
 - staying safe
 - being healthy
 - enjoying and achieving
 - making a positive contribution
 - able to attain economic well being
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the College;
- liaise with external agencies as required, including developing links with employers, other providers and professional organisations, relevant to the enhancement and development of courses and/or subjects taught
- take responsibility for their own professional development and duties in relation to College policies and practices;
- liaise effectively with parents/carers; and
- take on any additional responsibilities which might from time to time be determined.

Person Specification

Qualifications

Qualified Teacher Status

Experience

A history of successful experience of teaching to a high standard in a school or college serving an urban, multi-ethnic community.

Evidence of recent, relevant and successful post 16 teaching experience in the subject area applied for, or demonstrable and informed commitment to the above.

Successful experience of curriculum development at levels appropriate to a Sixth Form College.

Experience of planning and implementing assessment and / or verification of learning programmes.

Experience of working with others to develop and extend classroom practice.

Experience of using and developing resources successfully to support curriculum development.

Experience of using information about students' prior attainment to inform planning and to set targets: experience of monitoring against targets and of meaningful interventions where students become at risk.

Evidence of further professional development relevant to the post, including commercial and/or industrial experience where appropriate.

Knowledge and Understanding

Broad knowledge and understanding of the curriculum and of recent policy developments at local and national level.

Understanding of what constitutes high quality education and training, the characteristics of effective teaching and learning and an understanding of the issues impacting on participation, achievement and progression in post 16 education.

Understanding of the College's mission to be an inclusive campus, and of how this relates to teaching and learning.

Knowledge and understanding of strategies for raising achievement, motivating students and non-confrontational approaches to successful behaviour management.

Knowledge of effective strategies for supporting, developing and maximising the skills and potential of students whose first language is not English.

Knowledge of effective strategies for raising the achievement of students with additional educational needs and an understanding of the requirements for working successfully with support staff.

Knowledge of the different relevant examination specifications at GCSE and A level (modular and linear) as appropriate.

Knowledge of the relevant vocational awarding bodies' programmes and assessment arrangements.

Skills, Abilities and Commitment

The ability to respond imaginatively to the challenges of an innovative curriculum and to develop certain approaches to teaching which gain the interest of students.

The ability to work with others employing a number of strategies to deliver functional skills either discretely or embedded in main programmes of study, and promote a positive agenda for functional skills both through the teaching and the pastoral roles of the College.

A commitment to promoting equality of opportunity and challenging oppression in a diverse, multi ethnic community. Acceptance of responsibility for practical application of equality of opportunity through the duties of the post.

Excellent communication and interpersonal skills.

The ability to contribute to a team in an open consultative way and a commitment to knowledge sharing.

The ability to communicate clearly, orally and in writing with students, parent / carers, staff and other professionals.

Relevant IT skills and the ability to use a range of software packages relevant to the chosen curriculum area and the capacity to develop further.

The ability to evaluate one's performance and that of other staff.

A commitment to life-long learning and the promotion of the College as a focal point for the regeneration of the community.