THE EDUCATION ALLIANCE

JOB DESCRIPTION

Job Description: Classroom Teacher **Reporting To:** Head of Department

Line Reports: Head of Department

Job Purpose: To facilitate and encourage learning which enables student to achieve high standards: to share and support the corporate responsibility for the well-being, education and discipline of all students.

Key Responsibilities

General:

1. Plan and teach well-structured lessons of a high standard to students following designated programmes of study, carrying out necessary assessments, proving information/comments for records, monitor students in accordance with agreed departmental strategies, promote a love of learning and students' intellectual curiosity, set homework and plan other out of class activities to consolidate and extend knowledge and understanding.
2. Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students you serve.
3. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, parents, governors and the wider community.
4. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue CPD.
5. Demand ambitious standards for all students, overcoming disadvantages and advancing equality, instilling a strong sense of accountability in others.
6. Contribute to the corporate tasks of development, record keeping, monitoring and evaluation of lessons and maintenance of materials.
7. Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
8. Adapt teaching to respond to the strengths and needs of all students, knowing when and how to differentiate appropriately, demonstrating an awareness of the physical, social and intellectual development of students, using effective teaching strategies that match individual needs.
9. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
10. Make accurate and productive use of assessment, providing students with regular meaningful feedback, making use of formative and summative assessment to secure student progress, using relevant data to monitor progress, set targets and plan subsequent lessons.
11. Plan and teach well-structured lessons of a high standard to students, following designated programmes of study, impart knowledge and develop understanding through effective use of lesson time, set homework and plan out of class activities to consolidate and extend knowledge and understanding.
12. Monitor and evaluate progress towards achievement of the school's aims and objectives.
13. Maintain discipline in accordance with school policies and demonstrate good practice in the classes taught with regard to attendance, appearance, uniform, punctuality, behaviour, homework etc.
14. Work closely with and consult those teachers who are responsible for similar curriculum areas, ensuring continuity and progression for students.
15. Promote good progress and outcomes for students (knowing when and how to differentiate appropriately, demonstrating an awareness of the physical, social and intellectual development of children, having a clear understanding of the needs of all students, using effective teaching strategies that match individual needs).
16. Delivering results and meeting expectations (focuses on organisational and student needs and satisfaction; sets high standards for quality and quantity; monitors and maintains quality and productivity; works in a systematic, methodical and orderly way).
17. Coping with pressures and setbacks (works productively in a pressurised environment; keeps emotions under control during difficult situations; balances the demands of a work life and a personal life; maintains a positive outlook at work; handles criticism well and learns from it).
18. Achieving personal work goals and objectives (accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; identifies development strategies needed to achieve goals and makes use of developmental or training opportunities; seeks to set and achieve stretching goals, aspiring to greater levels of performance and attainment for students and self).
19. Engage effectively with parents and other members of the community to resolve complaints and develop constructive relationships that support the School in realising its aims and objectives.
20. Participate in Performance Development in accordance with school policy and understand how this fits with continuing professional development.
21. Have high aspirations, striving to maintain and enhance the reputation of the school as a safe, innovative and forward-thinking learning environment where children and young people thrive and maximise their potential.
22. Demonstrate loyalty, professionalism and high standards of integrity and confidentiality within the school, the Trust and the wider community.
23. Undertake any other reasonable tasks or duties assigned by the Head of School.

Specific:

The specific duties of the Deputy Headteacher will be reviewed on a regular basis and will change as the aims and objectives of the School change, and as and when the Head of School deems it appropriate. Initial areas of responsibility will include:

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The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:

- *The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the school. The post holder will undertake any other duties at the request of the Executive Principal appropriate to the remit.*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *South Hunsley School & Sixth Form is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment*.

Ethical Leadership Qualities: Competencies and Behaviours

Competency	We do this by	Behaviours
Trust – leaders are trustworthy and reliable	• Earning trust by being reliable, consistent, credible, honest, humble, courageous and kind. • Prioritising our long-term purpose first, above short-term goals. • Managing emotions and helping others to manage their emotions. • Keeping promises. • Having a genuine interest in others, seeking to understand the whole person. • Using a range of communication skills in a range of circumstances with a range of people, developing rapport, trust and a deeper level of understanding.	• Live our values every day. • Take every opportunity to communicate and apply our values, showing how they guide and inform decisions. • Do what is right, rather than what is popular. • Be accountable to your colleagues, students and the community, acting in service to other. • Influence the behaviour of those around you. • Take time to develop high trust relationships. • Act selflessly to protect and enable the trust to achieve its purpose.
Wisdom – leaders use experience, knowledge and insight	• Developing knowledge and expertise, then sharing knowledge to enable collaborative convergence. • Seeking learning opportunities, learning from mistakes and failures, and sharing the learning with others. • Having, and encouraging in others, a growth mind-set. Believing in the potential of others and creating a safe learning environment, with systems that enable sharing of knowledge, collaboration and innovation. • Recruiting knowledgeable, skilled experts and learning from them, helping them to flourish productively.	• Share knowledge and expertise with others, developing a learning culture where people are encouraged to research, share and develop ideas collaboratively. • Anticipate the future and help people prepare for change. • Be open to opportunities and commit to learning every day. • Recruit people who may be more expert than you, learn from them and develop next generation ethical leaders.
Kindness – leaders demonstrate respect, generosity of spirit, understanding and good temper	• Demonstrating respect, generosity of spirit, understanding and good temper. • Being kind to others, seeking opportunities to serve others for the greater good • Leading with compassion and care, listening and engaging with the person, not the job role. • Using high levels of emotional intelligence, developing a sense of belonging and contribution. Building trust and rapport with others, by acknowledging, empowering and elevating others.	• Be humble • Bring your authentic self to work. • Have the courage to be genuine. • Lead with compassion, empathy and kindness. • Show people you care about them. • Search out opportunities for acts of kindness, a selfless act intended to bring help, happiness or joy to another person.
Justice – leaders are fair and work for the good of all children	• Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment. • Seeing and acknowledging other people's strengths, knowledge and skills. Encouraging people to share and build on their strengths and successes across and beyond the trust.	• Be accountable to others and serve our purpose. • Be morally brave and stand up and be counted for what you believe in. • Do the right thing, which might not be the easiest or most popular option.
Service – leaders are conscientious and dutiful	• Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to achieve their goals, for the benefit of young people, maximising strengths and helping others to see possibilities and seize opportunities. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective. • Leaving our egos at the door and putting ourselves in the service of others. Standing aside and championing others and their ideas and contributions.	• Walk the talk and behave in an honest, open and fair way. • Channel ambition into our schools, not ourselves, developing successors. • Have intense professional will and personal humility. • Have a systematic approach to manage the execution and delegation of tasks and be reliable. • Create new habits, through the accumulation of different choices.
Courage – leaders work courageously in the best interests of children and young people	• Striving for honesty, sharing the full story wherever possible and as early as possible. • Looking in the mirror when something goes wrong. • Sacrificing personal or short-term goals for the achievement of longer-term, sustainable, shared goals. • Relishing challenge and finding strength in each other, building organisational resilience. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.	• Give the whole truth, the back-story and the why. • Have skilfully led difficult conversations. • Aim to exceed expectations and achieve things you thought you couldn't.
Optimism – leaders are positive and encouraging	• Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success. • Being respectful, kind and sensitive to others and responding well to ambiguity, making positive use of the opportunities it presents.	• Believe the best in others, help people progress and unlock their potential. • Remain calm, professional, reliable and consistent. • Manage your emotions well and help others do the same. • Have and encourage a growth mind-set, believing abilities and talents can be cultivated. • Set yourself challenging goals & work hard to achieve them.
Vision	• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects. • Translating complex data and information into understandable messages for a variety of audiences. Sharing compelling stories that others can understand believe in and work towards.	• Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Think creatively, formulate strategies, plans and projects, aligned to our vision and values. • Actively share a compelling vision, encourage people to get involved, maximise their strengths, develop colleagues and see opportunities to elevate them. • Translate complex information with the intended audience in mind and communicate positively.