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| TRUST | MINERVA LEARNING TRUST |
| ACADEMY | HANDSWORTH GRANGE COMMUNITY SPORTS COLLEGE |
| POST TITLE | TEACHER OF CHEMISTRY/PHYSICS |
| SALARY RANGE | MAIN/UPPER PAY RATE |
| RESPONSIBLE TO | HEADTEACHER |
| PURPOSE OF THE JOB | TO IMPLEMENT AND DELIVER AN APPROPRIATELY BROAD, BALANCED, RELEVANT AND DIFFERENTIATED CURRICULUM FOR PUPILS AND ENSURE DELIVERY OF HIGH QUALITY TEACHING AND LEARNING FOR WHICH THE TEACHER IS ACCOUNTABLE. |
| EMPLOYMENT DUTIES | TO BE PERFORMED IN ACCORDANCE WITH THE PROVISIONS OF THE SCHOOL TEACHERS' PAY AND CONDITIONS DOCUMENT AND WITHIN THE RANGE OF TEACHERS' DUTIES SET OUT IN THAT DOCUMENT. |
| THIS SCHOOL IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE AND EXPECTS ALL STAFF AND VOLUNTEERS TO SHARE THIS COMMITMENT | |

MAIN SCALE TEACHER

JOB DESCRIPTION

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

1. Planning, Development and Co-ordination

- ◇ To set challenging teaching and learning objectives which are relevant to all pupils' in their classes in line with departmental policy.
- ◇ To use teaching and learning objectives to plan lessons and sequences of lessons showing how this will assess pupils learning.
- ◇ To select and prepare resources, and plan for their safe and effective organisation, taking into account pupils' interests and their learning needs, language and cultural backgrounds, with the help of support staff where appropriate.
- ◇ To contribute to teaching teams, meetings and events.
- ◇ To plan for the deployment of any support staff who are contributing to pupils' learning.
- ◇ To plan opportunities for pupils to learn in out of school contexts.
- ◇ To produce long and short term planning in accordance with school policy and procedures and within required deadlines.
- ◇ To implement and review the subject development plan in conjunction with the Leadership Team and/or line manager.
- ◇ To develop and audit schemes of work and other documentation related to the use of Chemistry/Physics within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- ◇ To develop strategies for the use of Chemistry/Physics to promote new teaching methods and improve learning throughout the school and monitor their effectiveness in raising standards of teaching and learning.
- ◇ To lead or contribute to professional development activities as part of the planned programme for the school and to promote the sharing of good practice.
- ◇ To manage the resources available for Chemistry/Physics and make recommendations in order to maintain and develop curriculum provision.

2. Monitoring and assessment

- ◇ To make appropriate use of the school's monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives.
- ◇ To use monitoring and assessment information to improve planning and teaching.
- ◇ To monitor and assess the effectiveness of learning activities and provide immediate and constructive feedback to support pupils' as they learn.
- ◇ To involve pupils' in reflecting on, evaluating and improving their own performance and progress.
- ◇ To assess pupils' progress accurately against appropriate standards.
- ◇ To identify and support pupils' with differing levels of ability and those experiencing behavioural, emotional, and social difficulties.
- ◇ To identify the levels of attainment for pupils' learning English as an additional language and identify learning activities to provide cognitive challenge as well as language support.
- ◇ To record pupils' progress and achievements systematically, providing evidence of the range of their work progress and attainment over time to inform planning.
- ◇ To report on pupils' attainment to parents, carers, other professionals and pupils' as appropriate.

3. Teaching and Class Management

- ◇ To have high expectations of pupils' and build successful relationships centred on teaching and learning.
- ◇ To establish a purposeful learning environment where diversity is valued and where pupils' feel safe, secure and confident.
- ◇ To teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils' in their age range.
- ◇ To teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- ◇ To promote active and independent learning that enables pupils to think for themselves and to plan and manage their own learning.
- ◇ To differentiate teaching to meet the needs of pupils of all ability ranges taking into account varying interests, experiences and achievements of boys and girls and different cultural and ethnic groups to help them make good progress.
- ◇ To organise and manage teaching and learning time effectively.
- ◇ To organise and manage the physical teaching space, tools, materials, texts and resources safely and effectively with the help of support staff where appropriate.

- ◇ To set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage pupils' behaviour constructively and promote self-control and independence.
- ◇ To use ICT effectively in delivery of teaching and learning.
- ◇ To take responsibility for teaching a class or classes over a sustained and substantial period of time.
- ◇ To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils' to learn independently.
- ◇ To work collaboratively with other professionals and manage the work of support staff to enhance pupils' learning.
- ◇ To recognise and respond effectively to equality issues as they arise in the classroom and challenging stereotyped views, bullying and harassment in accordance with school policy and procedures.
- ◇ To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- ◇ To attend and participate in regular meetings.
- ◇ To participate in training, continuous professional development and other learning activities as required including participation in the school's performance management arrangements.

4. Specific duties relating to this post

To also undertake the role of form tutor.

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Leadership Team.

To undertake any other duties and responsibilities which do not change the character and purpose of the post as, may be determined after negotiation between management, the postholder and the appropriate trade union.

This job description will be kept under review and may be amended via consultation with the individual, Governing Body and/or Leadership Team as required. Trade union representation will be welcomed in any such discussions.