

JOB DESCRIPTION – TEACHER

This job description does not form part of any employee's terms and conditions of employment and is not intended to have any contractual effect. As with all posts, the Principal will reserve the right to vary the precise responsibilities should needs change and opportunities arise.

Teaching

- Plan and teach lessons to the classes they are assigned to teach within the context of the school's curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values, ethos and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Supervise and so far as practicable, teach any pupils where the person timetabled to take the class is not available to do so.

Health, safety and discipline

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

Management of staff and resources

- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them effectively.

Professional development

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

- Communicate with pupils, parents and carers.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Selection Criteria for the post of Teacher

Essential professional criteria

Criteria	How will these be tested or verified?
A good honours degree in a relevant subject, and excellent subject knowledge	Original degree certificate(s) Questions about subject specialisation (and course content for more recent graduates) Opportunities at interview to discuss techniques for teaching set topics
Experience of teaching KS3, GCSE, A level successfully, and an understanding of effective assessment strategies	A 60-minute lesson to be taught Opportunity to evaluate lesson and observe other teachers
Excellent communication and interpersonal skills	Panel interview
Sympathy with, and knowledge of, fundamental British values and experience of promoting the personal development and wellbeing of children	Questions at interview to test this
The ability to adapt quickly to a new environment, establish good relations with pupils and gain their confidence	Opportunities at interview to recount experiences where these skills have been demonstrated Questions which referees will be asked as part of the confidential reference request
Awareness and understanding of safeguarding and welfare of children	Questions at interview to test attitudes towards and knowledge of children's safeguarding and welfare Questions which referees will be asked as part of the confidential reference request

Desirable professional criteria

Criteria	How will these be tested?
A teaching qualification (eg PGCE, QTS)	Original certificate
Experience of teaching successfully in non-selective but high achieving inner-city school	Questions which referees will be asked as part of the confidential reference request Verification of a candidate's employment history
Knowledge of, and experience of teaching, the topics currently studied at GCSE and A level (if applicable)	Opportunities at interview to recount experience of teaching and of successful strategies used in teaching these topics
A willingness to be involved in the wider life of the department and the school (eg societies, trips etc))	Opportunities at interview to recount experience of running or participating in such activities or to give ideas for these

Person specification for teaching posts at Brampton Manor Academy

Brampton Manor Academy seeks to appoint teachers who will have the following proven qualities, or the potential to develop them. At interview, candidates will have the opportunity to demonstrate or give an account of these attributes.

- The energy, dynamism and stamina to contribute fully to the life of a busy high achieving inner city school.
- Willingness to contribute to the extensive range of activities provided for pupils and to support them in their co-curricular pursuits.
- Capacity for industry and initiative in both independent work and as part of teams of colleagues in academic work, pastoral care, sports and co-curricular activities.
- Profound and continuing interest in the academic subject / s to be taught.
- The depth of knowledge and agility of mind to allow flexibility in lessons, adapting delivery as appropriate in the light of pupils' responses.
- Empathy with pupils across the age and ability range and the ability to implement a range of teaching strategies to cater for each individual pupil.
- Awareness and understanding of matters relating to the personal, social, health and emotional development of pupils at Brampton Manor.
- General knowledge of Child Protection issues and good practice, particularly relating to professional obligations on safeguarding the welfare of each child and avoiding guarantees of confidentiality in any disclosure.
- Capacity to deal sensitively with problems raised by pupils, in line with Brampton's pastoral policies and sanctions system, working in partnership with Brampton's designated pastoral/progress leaders.
- Ability to create effective rapport and a sound relationship with pupils, earning their respect and trust but maintaining proper professional boundaries by not deliberately courting popularity or friendship.
- Willingness and ability to liaise effectively and professionally between pupils, staff and parents when required, making accurate records of these exchanges.
- Patience and thoughtfulness to see any issues that may arise with pupils, parents or colleagues from a variety of perspectives.
- The ability to de-fuse difficult situations using different strategies such as careful listening, sensitive use of humour, praise and recognition where due, utilising the School's reward system.
- Retention of a sense of perspective and, on occasion, the invaluable ability to laugh at oneself.