



JOB DESCRIPTION

JOB TITLE	CLASSROOM TEACHER - SCIENCE
E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.	
SCALE	Main pay scale
PURPOSE OF 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.
RESPONSIBLE TO	The Headteacher / Head of Department
RESPONSIBLE FOR	N/A
E-ACT recognise and value continued professional development. Therefore training opportunities will be made available as appropriate or necessary.	
EMPLOYMENT DUTIES	
<p><u>MAIN SCALE TEACHER</u></p> <p>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.</p> <p>1. <u>Planning, Development and Co-ordination</u></p> <ul style="list-style-type: none"> To set challenging teaching and learning objectives which are relevant to all pupils' in their classes 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 Senior Management Team and/or line manager.
- To develop and audit schemes of work and other documentation related to their subject area within school and to support cross-curricular delivery including subject support for colleagues to enable curriculum requirements to be met.
- To develop strategies 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 their subject 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 personal 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 effectively deliver your subject for the reason 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. 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 Senior Management Team.

ADDITIONAL DUTIES

- To undertake any other duties appropriate to the grade of the post as requested by the Headteacher or SLT

VARIATION TO JOB DESCRIPTION

Parkwood E-ACT Academy reserves the right to vary the duties and responsibilities of its employees within the general conditions of the Scheme of pay and conditions and employment related matters. Thus it must be appreciated that the duties and responsibilities outlined above may be altered as the changing needs of the service may require.

OUR VALUES

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

Thinking Big	<ul style="list-style-type: none"> • Show energy, enthusiasm and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none"> • Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams