AVONBOURNE INTERNATIONAL

BUSINESS & ENTERPRISE ACADEMY TRUST

***JOB DESCRIPTION:*** *Generic Teacher*

**PURPOSE**

To support the College(s) in the implementation of aims and objectives as specified in the Development Plan(s) and Policy Statements. To carry out the duties of a teacher (and form tutor if required) as set out in the latest edition of the School Teachers’ Pay and Conditions Document and Teachers’ Standards and assume any appropriate additional responsibilities as outlined below.

**KEY ACCOUNTABILITIES**

1. To make the education of their students their first concern
2. To be accountable for achieving the highest possible standards in work and conduct
3. To act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date
4. To be self-critical; forge positive professional relationships;
5. To work with parents and partners of the College in the best interests of their students.

**PART ONE: TEACHING**

**A teacher must:**

**1 Set high expectations which inspire, motivate and challenge students**

* establish a safe and stimulating environment for students, rooted in mutual respect
* set goals that stretch and challenge students of all backgrounds, abilities and dispositions
* demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

**2 Promote good progress and outcomes by students**

* be accountable for and monitor students’ attainment, progress and outcomes
* be aware of students’ capabilities and their prior knowledge, and plan teaching to build on these
* guide students to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and understanding of how students learn and how this impacts on teaching
* encourage students to take a responsible and conscientious attitude to their own work and study.

**3 Demonstrate good subject and curriculum knowledge**

* have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students’ interest in the subject, and address misunderstandings
* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
* demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject
* if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

**4 Plan and teach well-structured lessons**

* impart knowledge and develop understanding through effective use of lesson time
* promote a love of learning and children’s intellectual curiosity
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
* reflect systematically on the effectiveness of lessons and approaches to teaching
* contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

**5 Adapt teaching to respond to the strengths and needs of all students**

* know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
* have a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these
* demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students’ education at different stages of development
* have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6 Make accurate and productive use of assessment**

* know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* make use of formative and summative assessment to secure students’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

**7 Manage behaviour effectively to ensure a good and safe learning environment**

* have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the College, in accordance with the College’s behaviour policy
* set and maintain high standards of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and
* rewards consistently and fairly
* manage classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them
* maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

**8 Fulfil wider professional responsibilities**

* make a positive contribution to the wider life and ethos of the College
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploy support staff effectively
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* communicate effectively with parents with regard to students’ achievements and well-being.

**PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

* Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside College, by:
* treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position
* having regard for the need to safeguard students’ well-being, in accordance with statutory provisions
* showing tolerance of and respect for the rights of others
* not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
* ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law.
* Teachers must have proper and professional regard for the ethos, policies and practices of the College in which they teach, and maintain high standards in their own conduct, attendance and punctuality.
* Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**POST THRESHOLD EXPECTATIONS**

*Post threshold teachers are expected to:*

* *continue to meet the core and post-threshold standards*
* *broaden and deepen their professional attributes, knowledge, understanding and skills*
* *make a distinctive contribution to raising standards across the College*
* *act as role models for teaching and learning*
* *provide regular coaching and mentoring to less experienced teachers*

***U3*** *teachers:*

* *play a critical role in the life of the College*
* *provide a role model for teaching and learning*
* *make a distinctive contribution to the raising of student standards*
* *contribute effectively to the work of the wider team*
* *take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students’ learning*

**PROFESSIONAL CONDUCT**

Employees are expected to adhere to the Code of Conduct and be courteous at all times providing a welcoming environment to visitors and telephone callers.

**OTHER DUTIES**

Employees will be expected to comply with any reasonable request from the Executive Headteacher, Leadership Team or Line Manager to undertake work of a similar level that is not specified in this job description and to undertake any duties given by the Executive Headteacher which are reasonable in nature. Employees may be required to perform duties other than those given in the job description. The particular duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not of themselves justify re-evaluation. In cases, however where a permanent and substantial change in duties and responsibilities occurs, consistent with a higher level of responsibility, then this would be eligible for re-evaluation.