

E-Spired Teacher Job Profile

Role:	Science Teacher (GCSE)
Location:	Bedford
Hours:	Minimum 3 days p.w
Salary range:	£22,000 - £30,000 p.a, pro rata (dep. qualifications/experience)
Line manager:	Curriculum Leader
Key relationships:	Principal and CEO, Deputy/Operations Director, other teaching staff and support staff.

Job purpose:

Provide engaging, fun and excellent teaching and learning for GCSE Combined Sciences (OCR). Support the school in equipping learners to grow and achieve GCSE outcomes in accordance with E-Spired's ethos, aims and strategic objectives. The post holder is likely to be asked to teach some foundational level classes and to contribute to the delivery of PSHE.

Main duties:

Teaching

- To support the work of the department to ensure the highest possible levels of achievement, while ensuring high standards of preparation, teaching and discipline.
- Planning lessons in accordance with the schemes of work.
- Contribute to the development, evaluation and monitoring of the policies, syllabuses and schemes of work.
- Liaison with relevant colleagues on the planning of work for collaborative delivery.
- Monitoring and being aware of student's prior levels of attainment and maintaining records.
- Set and mark examinations and other forms of assessment.
- Use ICT appropriately within the science curriculum.
- Establishing high and appropriate expectations for learning, motivation and presentation of work.

Assessment, Recording and Reporting

- Maintain lesson plans and records of work completed, and homework set.
- Provision of constructive oral and written feedback.
- Reporting on student progress in line with School policy.
- Keeping parents informed of students' progress, as and when required, e.g. parents' evenings.

- Provide accurate and timely formative assessment and feedback to learners, and maintain assessment records, including tracking and reporting of learner progress in line with school policy.

Pastoral Care

- Being fully conversant with and applying, the School's child protection policy.
- Promotion of good attendance and punctuality.
- Promote the general progress and well-being of students in your care.

Professional Standards

- Supporting the aims and ethos of the School and taking up other responsibilities that may be allocated in accordance with whole school policies.
- Treating all members of the School community with respect and consideration.
- Setting a good example to students in terms of appropriate dress, punctuality and attendance.
- Participating in the School's extracurricular programme.
- Taking responsibility for personal professional development within the School's CPD programme.
- Maintain knowledge of new developments in the curriculum, courses and teaching practices and keep course material.
- To keep abreast of developments within own areas of expertise and to keep course material up to date to reflect the of the business and the examining/validating bodies.
- Participate in performance reviews and annual appraisals.
- Attending all departmental, year and staff meetings.
- Incorporate into the role the philosophy, values and behaviour stated in E-Spired's mission and strategic plan.
- Attend Parents' Evenings and Open Evenings ensuring that all deadlines are met as published in the School calendar.
- Taking responsibility for matters relating to health and safety.

Additional Responsibilities

- To provide active support to individual learners.
- To contribute to curriculum development.
- To participate in appropriate programme and team meetings to ensure contributions to individual learning programmes and maximise achievement opportunities for learners.
- Work to promote and apply the organisation's safeguarding policy and practices.
- Carry out any duties at all times in accordance with E-Spired's policies including the Equality and Diversity and Health and Safety policies.
- Undertake any other responsibilities commensurate with the post, which may reasonably be required from time to time including evenings, parents' evenings and E-Spired events.

Important Note

- The list of duties is not exhaustive but outlines the main features of the post at appointment and may vary as the job evolves without affecting the nature of the duties or the responsibility level.
- This job description is intended to provide a general guide to the duties and responsibilities of the post and aims to set this in the context of the framework within, which the post holder is expected to operate.
- This job description should not be viewed as a legal document nor a set of conditions of service and it can be reviewed at any time in light of the needs of the school.
- Any amendments to the job description will be discussed with the line manager and post holder and subsequently confirmed in writing.

Qualifications and experience requirements

	Essential	Desirable
Qualifications/Training	GCSE Maths, English, Science grade C qualifications or recognised equivalent Be Newly Qualified Teacher (NQT) or have Qualified Teacher Status (QTS) with a PGCE, GTP or Bachelor of Education A degree in a related subject	Qualified Teachers Status.
Knowledge/ Experience	A track record of successful delivery of Science up to GCSE level. Experience of delivery of vocational courses. Strong commitment to team working. Experience of young people and related issues. Awareness of, and a commitment to, the promotion of equal opportunities and the recognition of diversity.	Experience of delivering Functional Skills. Administration of GCSE Science assessments procedures. Knowledge of OCR specifications. Experience of working with disengaged students.
Skills	The ability to plan and deliver imaginative and motivational sessions with a clear focus on the needs of the individual learner An understanding of different learning styles and how to differentiate through various teaching methods.	Excellent interpersonal and negotiation skills, both with young people and a wide range of professionals, both within the establishment and in the community.

	Ability to motivate self and learners Work effectively with wide range of staff and students and have an ability to build successful working relationships with appropriate curriculum teams	Excellent organisational and administrative skills.
Special Requirements	An ability to assist the development of young people and an understanding of how to relate GCSE study to the skills they will need in their chosen career path.	Experience of working with disengaged students.

E-Spired Core Competencies

You should be strong in our seven core competencies, these will put you in excellent stead for working here, these are the qualities we expect in our team:

	Passion	A strong desire to grow the E-Spired model. We aim to make a meaningful impact on the young people we serve and there we expect our team to be inspirational, ambitious and goal-orientated individuals.
	Communication	Clear communication is important. Modelling good communication skills is vital. Our team are energetic, warm, positive, articulate, adaptable, credible and empathetic. We strive for excellence in all that we do and have brilliant interpersonal skills.
	Receptiveness	We learn through feedback, whether negative or positive but always constructive. Our team are always seeking feedback. Strong self-reflection is crucial to recognise your own strengths and areas for development.
	Leadership	We are developing young leaders, and therefore we model this attribute. Developing into strong people managers and taking responsibility means you should be confident, driven, assertive, decisive and demonstrate strong self-belief. We walk the talk.
	Resilience	Pressures will come and demands can be conflicting so resilience is crucial to deal with setbacks and problem solve. A bounce back mentality is important for yourself, the team and the young people.
	Initiative	A can-do-attitude is a must at E-Spired. We love gumption, in absolute bucket loads!
	Teamwork	There is no "I" in team. We work together and a core value of E-Spired is one of Family. We work collaboratively with respect for each other's gifts and abilities and provide encouragement and support to bridge short-falls.