Sharnbrook Academy

Job Description

Teacher of English

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| **Job Title** | Teacher of English |
| **Responsible to** | Head of Department |
| **Pay Grade** | MPS/UPS |
| **Hours** | Full-time |
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| Job Purpose | |
| |  | | --- | | To maintain and build upon the standards achieved in the award for QTS (Secondary)  as set out by the Secretary of State. | | |
| Main duties and responsibilities | |
| Teaching & Learning   * To manage student learning through effective teaching in accordance with the department’s schemes of work and policies; * to ensure continuity, progression and cohesiveness in all teaching; * to use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of student needs and ensure equal opportunity for all students; * to set homework regularly (in accordance with the School Homework Policy), to consolidate and extend learning (use of ICT and web) and to encourage students to take responsibility for their own learning; * to work with SEND staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons; * to work effectively as a member of the department team to improve the quality of teaching and learning; * to set high expectations for all students, to deepen their knowledge and understanding and to maximise their achievement; * to use positive management of behaviour in an environment of mutual respect that allows students to feel safe and secure and promotes their self-esteem; * to ensure standards of behaviour and appearance of students.   Monitoring, Assessment, Recording, Reporting, and Accountability   * To be immediately responsible for the processes of identification, assessment, recording and reporting for the students in their charge; * to contribute towards the implementation of IEPs as detailed in the current code of practice particularly the planning and recording of appropriate actions and outcomes related to set targets; * to assess students’ work systematically and use the results to inform future planning, teaching and curricular development; * to be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents; * to keep an accurate register of students for each lesson; unexplained absences or patterns of absence should be reported immediately in accordance with the school policy.   Subject Knowledge & Understanding   * To have a thorough and up-to-date knowledge and understanding of specifications for examination courses; * to keep up to date with research and developments in pedagogy and the subject area.   Professional Standards & Development   * To be a role model to students through personal presentation and professional conduct; * to arrive in class, on or before the start of the lesson, and to begin and end lessons on time; * to cover for absent colleagues as is reasonable, fair and equitable; * to co-operate with the school in all matters concerning health and safety and specifically to take reasonable care of their own health & safety, and that of any other persons who may be affected by their acts or omissions at work; * to be familiar with the school and department handbooks and support all the school’s policies, e.g. those on health and safety, citizenship, literacy, numeracy and ICT; * to establish effective working relationships with professional colleagues and associate staff; * to strive for personal and professional development through active involvement in the school’s appraisal system and performance management procedures; * to be involved in extracurricular activities such as making a contribution to after-school clubs and visits; * to maintain a working knowledge and understanding of teachers’ professional duties as set out in the current School Teachers’ Pay and Conditions document, and teachers’ legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children; * to liaise effectively with parent/carers and with other agencies with responsibility for students’ education and welfare; * to undertake any reasonable task as directed by the head of department; * to be aware of the role of the governing body of the school and to support it in performing its duties; * to be familiar with and implement the relevant requirements of the current SEND Code of Practice; * to consider the needs of all students within lessons (and to implement specialist advice), especially for the following students: * SEND; * gifted and talented; * PP; * EAL.   Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.  September 2019   |  |  | | --- | --- | | Job Holder |  | | Date |  | | Line Manager |  | | Date |  |   Sharnbrook Academy Federation is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. | |

Sharnbrook Academy

Person Specification

Teacher of English

*Person Specification: The following areas of assessment should be addressed when considering your application. They will be assessed as follows: Interview, Letter of Application and References. Please consider this carefully when completing your application form and the accompanying letter of application.*

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| Qualifications | Essential | Desirable |
|  | 5 GCSEs or equivalent including English, maths and science  Degree level qualification in relevant subject area  QTS status | ICT competency qualifications or proof thereof |
| Experience |  |  |
|  | Evidence of planning sequences of lessons in line with specification requirements  Understanding of the exam board and subject assessment objectives and accurate assessment of this in students’ work | Experience/evidence of previously working with sixth form students  Experience of being a form tutor  Evidence of responding to a challenging environment |
| Skills/knowledge |  |  |
|  | Extensive subject knowledge  Evidence of working effectively and flexibly to meet deadlines  Creative and innovative approach to teaching and learning  The ability to integrate ICT effectively into their teaching  Manage workplace activities safely  Manage resources effectively  High levels of written and oral communication  High levels of numeracy/analytical skills  Evidence of appropriate and effective communication with parents  Ability to act on own initiative  Relate well to both adults and young people  Be an organised team player with a willingness to engage with our strong, mutually supportive culture and contribute your own ideas |  |
| Philosophy |  |  |
|  | Demonstrate an understanding of the role of the Classroom Teacher (pastoral) as it applies to the school.  Self-motivated and self-reliant with a readiness to seek and accept support.  Commitment to and genuine interest in the post.  Desire to continue to improve professional competency and qualifications. | Evidence of the need to consider inclusion, equal opportunities, multi-cultural education and individual needs in the classroom.  Clear expression of views on how children learn and how we can meet their needs. |
| Other Factors |  |  |
|  | A well-presented and articulate application addressing the job description.  Recognition of the need for career progression professional development and the maintenance of a careers profile in this regard. | Evidence of previous full involvement in community, school or university life, including extra-curricular activities. |

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