



Job Description

Job Profile: 2nd i/c of English
Reports to: Head of English Department
Location: Testbourne Community School, Whitchurch, Hampshire

Main Responsibilities

To teach English in accordance with the QTS standards to assigned classes across the school as directed by the Head of Department, ensuring that students achieve their full potential in this subject.

Specific Responsibilities to post

1. **Deputise for the Head of Department in their absence**
2. **Take responsibility for the coordination of English at a specific key stage or specific year groups as directed by the Head of English**
 - a. Ensure high quality resourcing in place
 - b. Coordinate assessments and plan for timely intervention
 - c. Monitor the quality of the provision, support colleagues and challenge underperformance, with support from the Head of English
 - d. Take on line management responsibility as required.
 - e. Recognise that schools are very dynamic environments and be prepared to respond to this by taking on specific roles and responsibilities as required at different times during the School year.
3. **Maintain high levels of knowledge and understanding of the English curriculum and new approaches and methodologies to the effective teaching of English at KS3 and KS4**
 - a. Keep up to date with research and information and disseminate it to colleagues.
 - b. Attend relevant network meetings and disseminate relevant information.
4. **Maintain high levels of awareness of the latest thinking and research into effective teaching and assessment strategies.**
 - a. Attend relevant meetings, read widely and ensure exposure to published materials.
 - b. Disseminate best practice in the form of newsletters, INSET days, coaching, sharing of research, CPD and meetings.



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5. Engage in coaching of staff in order to raise student attainment and progress

- a. Be able to identify where there is a need for coaching or mentoring intervention.
- b. Demonstrate people and situational management and leadership skills.
- c. Identify areas for improvement.
- d. Be reflective and monitor the impact of strategies.

6. To be a role model and champion of outstanding teaching and learning in all aspects of School life.

- a. Promote and advocate the School's teaching and learning policies and challenge instances where they are not in use.
- b. Model outstanding practice and demonstrate teaching strategies through peer observation.
- c. Provide interesting resources and promote positive pedagogical dialogue.

7. Contribute to strategic planning, working closely with the relevant members of the Leadership Team.

Responsibilities as a Teacher at Testbourne Community School

PART 1

You are required to carry out the duties of a schoolteacher as set out in the relevant paragraphs of the current School Teachers' Pay and Conditions document.

PART 2

The post requires you to teach students in the age range 11-16.

PART 3

You are required to carry out such particular duties which form part of the relevant sub-paragraphs and paragraphs of the School Teachers' Pay and Conditions document as the Headteacher may reasonably direct from time to time.

In addition, you are required to undertake the following responsibilities within the framework of the School Policy, LA and National regulations.

To exercise the authority delegated from the Headteacher to ensure that all aspects of the Job Description are effectively delivered within the terms of the School Teachers' Pay and Conditions document and to be accountable for each aspect to the appropriate colleagues as detailed below.



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 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
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



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- 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 school, in accordance with the school's behaviour policy
 - have high expectations 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 school
 - 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 school, 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 school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.