Hylands

TKAT

Job Description: Classroom Teacher

Name: Food Technology

Responsible to: Head of Department/Key Stage Coordinators/SLT/Head of School

Responsible for: Teaching and Learning in your subject area/s.
Inspiring, Challenging and supporting students in all aspects of Teaching, Learning and Assessment in order that they Achieve their academic potential.

To meet all requirements as appropriate of the current Teachers' standards: (attached as appendix 1 to this document)

JOB PURPOSE

- To fulfil the Professional Standards for Teachers, in the context of being a teacher of Food Technology as part of a subject team and as a Form Tutor as part of a Year Team
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students as a teacher and as a Form Tutor, if applicable, including their wellbeing and character
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student progress and attainment
- To share and support the school to provide opportunities for all students

KEY RESPONSIBILITIES

Teaching, Learning and Assessment

- To ensure a high quality learning experience for students which meets internal and external quality standards
- To work with the line manager and SLT to establish effective monitoring and evaluation of Teaching, Learning and Assessment
- To ensure effective Behaviour for Learning in accordance with the school's procedures and policies, and to encourage good practice with regard to punctuality, behaviour, standards of work, presentation and independent study
- To plan, using support from the Key Stage Coordinators or Subject Leader, lessons for the effective teaching of students according to their educational needs, including the setting and marking of differentiated work to be carried out by the student in school and elsewhere

- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and group of students
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- To mark and give written/verbal and diagnostic feedback as required to ensure progress
- Make full and effective use of both whole school and departmental rewards systems
- To actively attend and engage in CPD to ensure the embedding of whole school initiatives and teaching, learning and assessment practices

Additional Key Functions of a Teacher on Threshold (UPS)

- Contribute via INSET, Coaching and promotion the development of other members of staff's CPD
- Contribute to curriculum redesign when required
- Contribute to the development of members of staff's understanding of assessment criteria
- To contribute significantly to School Policies where appropriate

Curriculum

- Share in the implementation and preparation of teaching and review of subjects to take full account of all statutory and National Curriculum requirements
- Promote a positive ethos within the subject area by example and ensure a stimulating, organised and tidy environment for learning
- Develop and maintain an up to date knowledge and understanding of the subject specialism
- To assist the subject lead/Key Stage Coordinators to identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
- To contribute to the Curriculum area/Department's development plan and implementation
- To contribute to educational enhancement activities
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Communications

- To communicate effectively with the parents of students, students, staff and other stakeholders effectively
- To take part in marketing and liaison activities such as Open Mornings, Parents evenings, liaison events with partner schools etc

Staff Development and Wellbeing

- To take part in the school's CPD programme
- To continue personal development including subject knowledge and teaching methods
- To engage actively in the Performance Management Review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school

Care, Guidance and Support

- To be a Form Tutor to an assigned group of students and to contribute to morning tutor time and fortnightly tutor periods and other tutor based curriculum activities
- To promote the general progress and well-being of individual students and of the Tutor Group
- To liaise with Pastoral Support Managers to ensure the implementation of the Pastoral system
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate with the parents of students and with bodies outside of school concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the Behaviour for Learning Policy so that effective learning can take place
- Be the first point of contact for parents/carers of students in the form
- Monitor attendance of students in the form

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General Duties

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To promote actively the school's corporate policies and to comply with the school's Student Safeguarding policy and Health and Safety policy and undertake risk assessments as appropriate

Health and Safety and Student Safeguarding

- Have due regard for the school Health and Safety policy and Safeguarding policy and any such issues particular to their subject
- Follow school procedures for reporting Health and Safety incidents or near misses
- Familiarise yourself with fire regulations and procedures
- Have due regard for student safety and report any concerns to the appropriate school body
- Complete relevant annual TKAT on-line training courses

Notes

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Signed:

_____ Post Holder

_____ Line Manager

_____ Head of School

APPENDIX 1

Teacher Standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

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

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils 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 pupils' 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 pupils 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 pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, 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 pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, 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 pupils' 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 pupils 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 pupils' 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 pupils' 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

DfE: with effect from 1st September 2012

Professional Standards for Post-Threshold Teachers

Professional Attributes

1. Contribute significantly to implementing the School Development Plan and to promote collective responsibility for its implementation.

Professional Knowledge and Understanding

Teaching and learning

2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to ensure all groups of pupils make good or better progress.

Planning

3. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of the learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Assessment and monitoring

4. Have an extensive knowledge and well-informed understanding of the assessment requirements, qualifications, specifications, arrangements for subjects/curriculum areas they teach, including those relating to public examinations and qualifications, and ensure their suitability for meeting learners' needs.

Subjects and Curriculum

5. Have an excellent subject knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.

Professional Skills

Teaching

6. Have teaching skills which ensure all groups of pupils make good or better progress (relative to their prior attainment, making progress as good as, or better than, similar learners nationally).

Team working and collaboration

7. Promote collaboration and work effectively as a team member.
8. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating good practice, and providing advice and feedback.