|  |
| --- |
| **Specific Role Description** |
| *English Teacher with Humanities* |
| **Team:** **Area Teaching**  | **Supervisor:** **Core Subject Lead** | **MoR :** **Deputy Head – T&L** | **Band:** **Teacher payscale** |
| **Requisite Role Authorities:** |
| **MoR:**  | **Supervisor:**  subject learning coach champion plus supervision of the work of learning coaches relevant to in class and remote learning |
| **Program Manager:** Subject teaching & curriculum (face to face and remote) | **Team Member:** Teaching Team, Cross area subject team, school staff team |
| **Purpose: subject curriculum delivery (on site and remote)**

|  |
| --- |
| The learning and achievement of all children in the subject  |
| Treat pupils with dignity, building relationships rooted in mutual respect. |
| Work proactively and effectively in the best interests of the children. |
| Safeguarding the welfare of children within the school. |

 |
| **Authorities:** |
| * **Subject curriculum**
* **Subject budget**
* **Subject lesson planning**
* **Remote subject learning curriculum**
* **Remote learning lesson planning**
 |
| **Person Specification** |  |
| **Qualifications and experience:** |
| * QTS in main teaching subject
* Experience in successful subject teaching
* Experience in successful SEND teaching
* Ability to plan for progression across the attainment range, designing effective learning across a series of lessons
* Committed to meeting the needs of all children
* Good knowledge and understanding of the National Curriculum.
 |
| **Role Relationships:** |
| **Professional:** Learning Coaches, Learning coach champion, House Leads, SENDCo, Core subject leads, Deputy Heads, Head of School, area subject network**Parents and Community:** all parents/carers, **Pupils:** all children in the school, children in transition (onboarding/off-boarding), children receiving remote learning support.  |
| **Role environment** |
| **The role is predominantly based at one of the learning centres and includes on-line/remote learning (Teams) and 1:1 tutoring, at times in the community.** |
| **Key result area** | **Accountability** | **Performance indicator** |
| **Leadership** | Model behaviour that represents the CMAS way | 100% of the time |
| Model skills and behaviour that meet the National Teacher Standards | 100% of the time |
| Review revise and plan improvements to your subject area | Pupil progress |
| Review revise and plan remote learning packages (subject) | Pupil progress |
| Monitor access and report on engagement in remote learning. | Reports completed to schedule |
| Lead and report subject data at meetings | Reports completed to schedule |
| Complete statutory and company training | Completed to schedule |
| Personal professional development |  |
| Subject specific CPD for learning coaches | CPD record |
| Attend moderation meetings |  |
| Attend staff meetings. |  |
| **Teaching and Learning** | Bespoke curriculum planning – using prior and current knowledge and understanding. |  |
| Review and update S0W in line with NC and needs of the child |  |
| Inclusive teaching |  |
| Integrated experience planning |  |
| Minimum subject teaching time |  |
| Lesson planning- systematic curriculum delivery |  |
| Delivery of the curriculum- Motivational and aspirational teaching |  |
| Baseline assessment |  |
| Marking & feedback (as per policy) |  |
| Attainment, progress and outcomes of all children in the subject |  |
| Assessment of working at (summative) |  |
| Assessment of progress (curriculum tracker) |  |
| Analysis of progress data- identification of high and low performers |  |
| Gap analysis |  |
| Design and implementation of ‘catch up’ programmes. |  |
| planning out-of-class activities to consolidate and extend the knowledge and understanding.  |  |
| **Student Services** | Read and implement behaviour support plans. |  |
| High expectations of behaviour |  |
| Read and implement learning support strategies (EHCP, pupil passport) |  |
| Monitor and report lesson attendance (on site and remote) |  |
| **Community Engagement** | Weekly reports |  |
| Live progress reports to parents (Arbor) |  |
| Termly reports to parents (narrative) |  |
| Maintain good relationships with parents/carers |  |
| Parent subject support sessions |  |
| Parent evenings |  |
| **Finances** | Lead budget allocations |  |
| Maintain subject resources and equipment. |  |
| Monitor budget spend. |  |
| **Facilities** | Establish and maintain a tidy learning environment. |  |
| Develop and maintain purposeful learning displays. |  |
| Display a wide range of children's work. |  |
| **HR** | Report any changes that may impact DBS. |  |
| Participate in appraisal  |  |
| Report other employment |  |
| **H&S** | Implement all H&S policies and procedures |  |
| Safeguard children in line with company policy and national statutory guidance |  |
| Safe and clean learning environment |  |
| Teaching space risk assessment |  |
| Report faults, risks and hazards  |  |
| ESafety |  |
|  |  |