Oakgrove School

Teacher of Science

Professional values and practice for Oakgrove School

i. High expectations of all students; respect their social, cultural, linguistic, religious and ethnic backgrounds; committed to raising their educational achievements.

ii. Treat students consistently, with respect and consideration, and are concerned for their development as learner.

iii. Demonstrate and promote the positive values, attitudes and behaviour that they expect from their students.

iv. Communicate sensitively and effectively with parents and carers, recognising their roles in students' learning, and their rights, responsibilities and interests in this.

v. Contribute to, and share responsibility in, the corporate life of schools.

vi. Understand the contribution that support staff and other professionals make to teaching and learning.

vii. Ability to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. Motivated and able to take increasing responsibility for professional development.

viii. Acting as a role model for students, staff will dress appropriately at all times, which includes a tie for male members of staff.

Knowledge and Understanding

i. Will have a secure knowledge and understanding of the subject they are trained to teach, a knowledge and understanding at a standard equivalent to degree level.

ii. For Key Stage 3, they know and understand the relevant National Curriculum Programme(s) of Study, and for those qualifying to teach one or more of the core subjects, the relevant frameworks, methods and expectations set out in the Secondary Strategy for Key Stage 3. All those qualifying to teach a subject at Key Stage 3 know and understand the cross-curricular expectations of the National Curriculum and Oakgrove School.

iii. For Key Stage 4 and post-16, awareness of the pathways for progression through the 14-19 phase in school, college and work-based settings. Familiarity with Key Skills as specified by QCA and the National Qualifications Framework, and a knowledge of the progression within and from their own subject and the range of qualifications to which their subject contributes.

iv. Familiarity with the Programme of Study for citizenship and the National Curriculum Framework for personal, social and health education.

v. An awareness of expectations, curriculum and teaching arrangements in the Key Stages or phases before and after the ones they are trained to teach.

vi. An understanding of how students' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.

vii. A knowledge of how to use ICT effectively, both to teach their subject and to support their wider professional role.

viii. An understanding of their responsibilities under the SEN code of Practice, and awareness of how to seek advice from specialists on less common types of special educational needs.

ix. Knowledge of a range of strategies to promote good behaviour and establish a purposeful learning environment.

Teaching and Learning

i. Establish challenging teaching and learning objectives which are relevant to all students taught. These are based on their knowledge of:
   - the students
   - evidence of their past and current achievement
   - the expected standards for students of the relevant age range
   - the range and content of work relevant to students in that age range.

ii. Teaching and learning objectives are used to plan lessons, showing how they will assess students' learning. They take account of and support students' varying needs so that girls and boys, from all ethnic groups, can make good progress.

iii. Select and prepare resources, and plan for safe and effective organisation, taking account of students' interests and their language and cultural backgrounds, with the help of support staff where appropriate.

iv. Take part in, and contribute to, teaching teams, as appropriate to the school. Where applicable planning for the deployment of additional adults who support students' learning.

v. Plan opportunities for students to learn in out-of-school context, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.

Monitoring and Assessment

i. Make appropriate use of a range of monitoring and assessment strategies to evaluate students' progress towards planned learning objectives, and use this information to improve their own planning and teaching.

ii. Monitor and assess as they teach, giving immediate and constructive feedback to support students as they learn. They involve students in reflecting on, evaluating and improving their own performance.

iii. Assess students' progress accurately using, as relevant, the early learning goals, National Curriculum level descriptions, criteria from national qualifications, the requirements of Awarding Bodies, National Curriculum and Foundation Stage assessment frameworks or objectives from the national strategies.

iv. Identify and support more able students, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties.

v. Identify, with support, the levels of attainment of students learning English as an additional language. Analyse the language demands and learning activities in order to provide cognitive challenge as well as language support.

vi. Record students' progress and achievements systematically to provide evidence of the range of their work, progress and attainment over time. Use this information to help students review their own progress and to inform planning.

vii. Use this record as a basis for reporting on students' attainment and progress orally and in writing, concisely, informatively and accurately for parents, carers, other professionals and students.

Teaching and Classroom Management

i. High expectations of students and the ability to build successful relationships, centred on teaching and learning. Establishment of a purposeful learning environment where diversity is valued and where students feel secure and confident.

ii. Teach the required or expected knowledge, understanding and skills, relevant to the curriculum for students in the age range for which they are trained. In relation to Key Stage 3 students teach the specialist subject(s) competently and independently using the National Curriculum Programmes of Study for Key Stage 3 and the relevant National Frameworks and schemes of work.

iii. Use of cross-curricular elements, such as literacy and numeracy, set out in the National Strategy for Key Stage 3, in teaching, as appropriate to their specialist subject.

iv. Teach Key Stage 4 and post-16 students, teach the specialist subject(s) competently and independently using, as relevant to the subject and age range, the National Curriculum Programmes of Study and related schemes of work, or programmes specified for national qualifications. They also provide opportunities for students to develop the 'key skills'.

v. Teach clearly structured lessons or sequences of work which interest and motivate students and which:
   - make learning objectives clear to students
   - employ interactive teaching methods and collaborative group work
   - promote active and independent learning that enables students to think for themselves, and to plan and manage their own learning.

vi. Differentiate teaching to meet the needs of students, including the more able and those with special educational needs.

vii. Support those who are learning English as an additional language, with the help of an experienced teacher where appropriate.

viii. Take account of the varying interests, experiences and achievements of boys and girls, and students from different cultural and ethnic groups, to help students make good progress.

ix. Organise and manage teaching and learning time effectively.

x. Organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.

xi. Set high expectations for students' behaviour and establish a clear framework for classroom discipline to anticipate and manage students' behaviour constructively, and promote self-control and independence.

xii. Use ICT effectively in their teaching.

xiii. Provide home learning and other out-of-class work which consolidates and extends work carried out in the class and encourages students to learn independently.

xiv. Work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance students learning.

xv. They recognise and respond effectively to equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.

All Trust employees are also expected to:

i. Work effectively as part of the whole school team, support other colleagues in their roles and participate in relevant training and professional development.

ii. Ensure health and safety and good behaviour of students at all times.

iii. Ensure that safety guidelines are followed and report any defects or damaged equipment and environment.

iv. Demonstrate and assist others in safe and effective use of specialist equipment/materials.

v. Be aware of, and comply with, policies and procedures relating to child protection, health and safety and security and confidentiality, reporting all concerns to an appropriate person.

vi. Contribute to the overall ethos and aims of the school.

Conditions of Service

Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview. Any convictions/cautions acquired during employment with Kingsbridge Educational Trust must be reported to the Headteacher.

Kingsbridge Educational Trust and Oakgrove School are committed to safeguarding and promoting the welfare of children and young people. All employees and volunteers are expected to share this commitment, to follow the School's safeguarding policies and procedures and to behave appropriately towards children and young people at all times.

I am in agreement with this job description and am aware that I will be subjected to annual performance appraisal.

Signed by Post Holder: _____ Date: _____

Signed by Line Manager: _____ Date: _____