Please return one signed copy to Judith Woods, HR Manager, and retain the other copy for your records

Name …….
(in capitals)

Signed …….

Date …….

JOB DESCRIPTION

Post Title: Teacher of Business Studies

Responsible to: Subject Leader

Job Purpose: To interact positively with students in a variety of settings, not least the classroom, in a way which safeguards them and brings out their best in terms of attitudes, behaviour and achievement in the subject concerned.

To be successful in this role the postholder will be required to:

1. Work within and actively promote, not least by one's professional behaviour, school/ departmental policies and procedures.
2. Show respect for all members of the school community.
3. Regularly prepare lessons and keep a record of work covered.
4. Be committed to a high standard of classroom performance, in which students of different abilities experience a sense of challenge.
5. Ensure that literacy, numeracy and ICT are reflected in the learning experience of students.
6. Take responsibility for creating a learning environment in which students feel safe and happy.
7. Take responsibility for the learning and achievement of students in your classes.
8. Take responsibility for the classroom behaviour of students.
9. Regularly set and mark homework.
10. Set appropriate work for classes in the event of your absence.
11. Take responsibility for the care and security of classroom resources.

12. Attend all meetings relevant to the job purpose (to include those convened by the school to inform parents of student progress).

13. Follow departmental schemes of work and advice/guidance on teaching and learning strategies.

14. Be committed to professional improvement in line with the Professional Standards for Teachers. Regular self-evaluation and evaluation of performance with subject leaders should inform this process.

15. Use available student data to make judgements on student progress and to inform teaching and learning strategies.

16. Co-operate with school systems for monitoring, recording and reporting on student progress. It is expected that teachers will keep a detailed record of student marks/grades achieved during the year.

17. Take part in the school's staff development programme by participating in arrangements for further training and professional development.

18. Work as a member of a team and contribute positively to effective working relations within the school.

19. Maintain appropriate records and provide accurate and up to date information for management systems.

20. Communicate effectively with parents/carers of students as appropriate.

21. Take part in activities such as Open Evenings and Consultation Evenings.

22. Assist the Subject Leader in identifying resource needs and contribute to the effective use of resources.

23. Take responsibility for health and safety issues in line with the guidance set out in the school's Health and Safety Policy.

24. Participate, as required, in the school's duty rota.

25. Meet obligations with respect to the school's system of Performance Management.

26. Such other duties/responsibilities as may from time to time be reasonably required.

The Governing Board of The Cottesloe School is committed to safeguarding and promoting the welfare of the students. All employees are expected to share this commitment, to follow the school's safeguarding policies and procedures and to behave appropriately towards children at all times whilst undertaking school activities and in their personal lives.

The school's policy is to renew DBS checks for all staff, volunteers and governors every five years. Staff have a duty to inform the Headteacher of any change in their DBS status and to make the Headteacher aware of any incidents that may impact on their ability to work with children and young people.

The postholder will ensure that school policies are reflected in all aspects of their work, in particular those relating to safeguarding children, equal opportunities, health and safety, data protection, code of conduct and professional behaviour.

The postholder will be required to undergo criminal, teacher status, qualification, medical and reference checks as part of the recruitment process and must be willing to participate in further training as the job requires. All staff are expected to take responsibility for safeguarding and promoting the welfare of students at the School.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable a suitably qualified applicant with a disability (as defined under the Act) to meet the requirements of the post.

This job description sets out the duties of the post at the time it was drawn up and should be seen as describing in more detail aspects of the duties set out in the Education (School Teachers' Pay and Conditions) Act. The Headteacher may vary the duties from time to time without changing their general character or the level of responsibility entailed.

PERSON SPECIFICATION

This acts as selection criteria and gives an outline of the types of person and the characteristics required to carry out the post. Please make sure when completing your application form that you give clear examples of how you meet the essential and desirable criteria.

1 = Application form 2 = Interview 3 = Reference 4 = Proof of qualification 5 = Practical

	Essential	Desirable	How Measured
TRAINING/QUALIFICATIONS:			
Degree or equivalent	✓		1, 4
Qualified Teacher Status	✓		1, 4
Evidence of continuing professional development		✓	1, 2
Knowledge of safeguarding procedures	✓		1, 2
SKILLS AND COMPETENCIES:			
Ability to deliver consistently high quality lessons, evaluate impact and develop future planning accordingly	✓		1, 2, 3, 5
Excellent ICT skills to support the curriculum and work organisation	✓		1, 2, 3
Ability to analyse and use data to inform target setting	✓		1, 2, 3
Ability to communicate effectively and develop good working relationships with students, parents and staff with accurate spoken and written English	✓		1, 2, 3
Ability to participate in self-evaluation which leads to impact	✓		1, 2

	Essential	Desirable	How Measured
EXPERIENCE:			
Highly effective classroom teacher in the relevant subject area	✓		1, 2, 3, 5
Proven experience of National Curriculum at all Key Stages	✓		1, 2, 3
Up to date knowledge of PSHCE	✓		1, 2, 3
Effective in managing student behaviour and maintaining discipline	✓		1, 2, 3, 3
Excellent personal organisation and time management	✓		1, 2, 3
Involvement in whole-school initiatives/development		✓	1, 2
Willingness to be involved in the wider life of the School		✓	1, 2
Understanding of SEN needs		✓	1, 2
OTHER REQUIREMENTS:			
This post is defined as Regulated Activity and therefore is subject to an Enhanced Disclosure and Barring check.			

RESPONSIBILITIES OF A FORM TUTOR

Post Title: Form Tutor

Responsible to: Head of Year

Relationship:

The post holder is responsible to the Headteacher in all matters and to the Head of Year in respect of day to day duties.

The post holder also interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them, in order to promote mutual understanding and to continue to improve the quality of pastoral care in the School.

The role of Form Tutor is a most responsible one and vital both to the efficient running of the school and successful pastoral care. It is the first level of pastoral care and, arguably, the most important role in the school. The Form Tutor is the key person in terms of regular daily monitoring, setting standards and fostering the school ethos. For this aspect of work, a Form Tutor is accountable to the Head of Year.

The Year Tutor should be the first person to whom a pupil will turn for help or advice, although it may sometimes be necessary to refer the matter to the Head of Year, to the Assistant Heads, or, through them, even to an outside agency. It is through this daily contact that unobtrusive care is exercised.

To be responsible for:

1. Registration and routine business

   The Form Tutor is responsible for the accurate daily marking of the register (a vital legal document) and for seeing that all information kept in the register is maintained up to date. Other returns of a routine nature should be dealt with as required, together with the distribution of information to parents. All absence must be accounted for by notes and any not so covered should be reported to the Head of Year and Attendance Officer immediately.

2. Reports and records

   Any information of a confidential nature should be referred to the Head of Year or Headteacher. The Form Tutor is expected to comment on reports and cover aspects of achievement and personality which are not covered by academic reports and to set appropriate individual targets for every student in the form.

3. References and special reports

   Form Tutors are expected to prepare, in consultation with colleagues, initial drafts for references, testimonials, reports to outside agencies and the like, as required.

4. Personal appearance and conduct

   Form Tutors are expected to monitor the personal appearance and behaviour of students in their form and to uphold the standards required by the school.

5. The Cottesloe Charter

   Form Tutors should ensure the implementation of The Cottesloe Charter.

6. Assemblies

Form Tutors should encourage tutor group participation in Year assemblies and ensure that the school assembly procedure is adhered to.

7. Pastoral team meetings

Form Tutors are expected to meet with Heads of Year as set out in the assemblies programme.

8. Relations with parents/carers

In association with the Heads of Year, Form Tutors should contact parents through homework diaries or formal correspondence. It is hoped that parents would see Form Tutors as a matter of priority at Parents' Evenings and, whenever possible, Form Tutors will be involved when parents visit the school at other times. Form Tutors are encouraged to foster good home-school relationships.

9. Student Council

Form Tutors are expected to support the involvement of tutor group members in the Student Council, encouraging discussions and feedback with the group.

10. Form Tutors are involved in the academic mentoring of their tutees on a regular basis. Form Tutors should actively support, counsel and give guidance to the tutor group, either as a group, or to individuals as required, establishing feelings of trust and fostering the ethos of the school in order to establish barriers to learning and influence progress.

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