

## JOB PROFILE

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|----------------------|--|
| <b>Job title:</b>    | Teacher of English   |
| <b>Reporting to:</b> | Director of English  |
| <b>Salary</b>        | Main/Upper Pay Scale   |
| <b>Core purpose:</b> | <p>To carry out the duties of a Teacher in accordance with the School Teachers' Pay and Conditions Document and other relevant statutory provisions.</p> <p>To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum to designated students, incorporating National Curriculum requirements and in line with curriculum policy.</p> <p>To work towards and promote the vision and the aims outlined in the School / Academy Improvement Plan.</p> |

### Corporate responsibilities:

- To ensure that the responsibilities of the role are carried out in a way that reflects the vision and values of the Trust.
- To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
- To contribute to a culture of continuous improvement.
- To comply with all reasonable management requests.

### Purpose:

The principal purposes of the Classroom Teacher within the Staffing Structure is:

- To carry out the duties of the Teacher in accordance with the School Teachers' Pay and Conditions Document and other relevant statutory provisions.

### Key Functions of the role:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum to designated students, incorporating the National Curriculum requirements and in line with the curriculum policies of the school;
- To facilitate, support and monitor the progress and development of all designated students;
- To foster a learning environment and educational experience that provides students with the opportunity to fulfil their individual potential, in terms of personal development, progress, attainment and achievement.
- To share in the development of the school curriculum, courses of study, teaching materials, teaching programmes. Methods of teaching as assessment and their review and/or evaluation.

- To support and contribute to the school's responsibility for safeguarding children and promoting their welfare.

#### Reporting to:

The TLR post-holder/s with responsibility for the subject/subjects being taught, as defined within the staffing structure.

#### Responsible for:

- The effective use of resources - including human resources such as Year Managers and House Leader assigned to the subject area or to particular students – in order to ensure that students receive appropriate support to enable them to make expected levels of progress

#### Generic Responsibilities

##### Teaching & Learning

- To teach students in their assigned group according to their educational needs, including the setting and marking of work to be carried out by the students in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of assigned students and keep such records as are required by the school's systems.
- To ensure a high quality learning experience for students, that meets internal and external quality standards.
- To use a variety of a delivery methods appropriate to students' learning styles and the varying demands of curriculum.
- To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation of work and relationships.
- To set high expectations for students' behaviour and maintain a good standard of discipline through well focused teaching, fostering positive relationships and implementing the school's behaviour policy.

##### Working with others

- Facilitating and providing expertise in joint planning sessions with other team members in relation to the particular curriculum area(s).
- Sharing their knowledge and expertise concerning the content, teaching strategies and learning activities that represent good practice in the curriculum area(s) in which they work, including the preparation and follow up of staff/curriculum development activities (where additional time is provided).
- Through their involvement in meetings offer suggestions as to how policy could be reviewed, amended and updated, providing guidance concerning levels and attainment during joint assessment and work sampling activities
- Undertaking and feeding back on observations made through a "learning walk" or other supportive professional development activities designed to improve practice, when appropriate.
- Providing advice and feedback as part of a voluntary peer observation programme as part of whole school collaborative learning and development – but not linked to Performance

#### Management.

- Advising colleagues on the formulation of appropriate methods of assessment and recording for their curriculum area.
- Advising the school's leadership, with whom the formal responsibility resides, of any in-service training in the curriculum area, they believe the school requires.
- Trialling materials, strategies and interventions related to the subject and sharing these, and their outcomes, with colleagues in staff meetings.
- With the provision of time, auditing relevant resources and organising their deployment.

#### Other Duties

- To follow and actively promote the school's policies.
- To support and adhere to the school's quality assurance procedures in accordance with school's system.
- To communicate effectively with parents of students and with persons or bodies outside the school who are concerned with the welfare of students, after consultation with appropriate staff.
- To contribute to the personal, social, health, citizenship and enterprise education of pupils according to school policy.
- To work as a member of a designated team/s and contribute positively to effective working relationships within the school.
- To actively engage in performance management.
- To contribute to the formulation and implementation of the School Improvement Plan and associated action plans, as appropriate.
- To play a full part in the life of the school community, and support its ethos.
- To comply with health and safety policy and take part in formulating risk assessments, in conjunction with appropriate training.
- To actively pursue own personal and professional development.

#### **Notes:**

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

This post will have contact with children and as such a satisfactory disclosure from the Disclosure and Barring Service (DBS) is required as a condition of employment.

**Core Values:**

|                          |   |
|--------------------------|---|
| Respect for individuals: | We work together to create a culture based on trust, respect and dignity.   |
| Integrity:               | We are open, honest and direct in our dealings.   |
| Collaboration:           | We know that there is strength in working together, communicating, sharing ideas and best practice and finding more efficient and effective ways to deliver our objectives. |
| Continual improvement:   | We are a learning organisation that strives always to 'make our best better'.   |
| Accountability:          | We hold ourselves accountable and take ownership.   |

### PERSON SPECIFICATION

| Role: Teacher of English           |   | E/D | A | I |
|------------------------------------|---|-----|---|---|
| <b>Qualifications and Training</b> |   |     |   |   |
| 1                                  | Qualified Teacher Status or completion of training programme.   | E   | ✓ |   |
| 2                                  | Degree in a relevant subject.   | D   | ✓ |   |
| 3                                  | Evidence of continuing professional development.  | E   | ✓ |   |
| <b>Experience</b>                  |   |     |   |   |
| 4                                  | Relevant teaching experience in secondary education, either through a training programme or current post. | E   | ✓ | ✓ |
| 5                                  | Experience of using data to inform planning, target setting and to secure improvements.                   | E   | ✓ | ✓ |
| 6                                  | Experience of successfully implementing successful teaching and learning strategies.                      | E   | ✓ | ✓ |
| <b>Knowledge and understanding</b> |   |     |   |   |
| 7                                  | Excellent subject knowledge with a passion for the subject area.  | E   | ✓ | ✓ |
| 8                                  | Knowledge of the National Curriculum including latest developments, initiatives and current issues.       | E   | ✓ | ✓ |
| 9                                  | Is able to teach National Curriculum Key Stage 3 and Key Stage 4 including the full GCSE specification    | E   | ✓ | ✓ |
| 10                                 | Knowledge of effective assessment strategies.   | E   | ✓ | ✓ |
| 11                                 | Clear understanding of successful strategies for raising achievement.                                     | E   | ✓ | ✓ |
| 12                                 | Good knowledge of pedagogy, how students learn and teaching styles.                                       | E   | ✓ | ✓ |
| 13                                 | Understanding and commitment to social inclusion.   | E   | ✓ | ✓ |
| 14                                 | Knows how to use ICT as a teaching medium to motivate young learners                                      | E   |   | ✓ |
| <b>Skills and abilities</b>        |   |     |   |   |
| 15                                 | Ability to communicate effectively with students' and parents.  | E   |   | ✓ |
| 16                                 | Flexible and imaginative with the ability to solve problems creatively.                                   | E   |   | ✓ |
| 17                                 | Good IT skills with the confidence to exploit new technology.   | E   | ✓ | ✓ |
| 18                                 | Ability to effectively manage behaviour.  | E   | ✓ | ✓ |
| 19                                 | Ability to motivate and inspire students to achieve.  | E   | ✓ | ✓ |
| <b>Personal attributes</b>         |   |     |   |   |
| 20                                 | Tenacity and resilience.  | E   |   | ✓ |
| 21                                 | A strong and supportive team player.  | E   |   | ✓ |
| 22                                 | Personal presence and confidence; warmth & sensitivity.   | E   |   | ✓ |
| 23                                 | Enthusiastic and determined.  | E   |   | ✓ |
| 24                                 | Courteous and tactful. Relates well to young people   | E   |   | ✓ |
| 25                                 | Able to work on own initiative and manage diverse work pressures  | E   |   | ✓ |
| <b>Other</b>                       |   |     |   |   |
| 26                                 | A commitment to uphold and promote equality of opportunity  | E   | ✓ | ✓ |
| 27                                 | Demonstrates an understanding of Safeguarding issues relevant to the post                                 | E   | ✓ | ✓ |

KEY: ✓

|   |                              |
|---|------------------------------|
| E | Essential                    |
| D | Desirable                    |
| A | Assessed by Application Form |
| I | Assessed by Interview        |

Date: January 2020