

## **Mainscale Teacher**

<b>RESPONSIBLE TO:</b>	The Headteacher / Governors / Line Manager	<b>DATE:</b>	January 2019
------------------------	--	--------------	--------------

## **Job Description**

### **1. Main Purpose of the Job**

- 1.1.** Support the leadership of the school and your subject team ensuring that the subject continues to be a core area of strength within the School.
- 1.2.** To provide high-quality teaching, the effective use of resources and improved standards of learning and achievement for all students.
- 1.3.** To meet the teaching responsibilities and standards as set out in the School Teachers' Pay & Conditions Document and the Teachers' Standards (DfE). The post-holder is responsible for promoting her/his own continuing professional development to ensure that her/his skills remain current.

### **2. Dimensions**

- 2.1. STUDENTS**  
Students study the curriculum across the Key Stages.
- 2.2. STAFF**  
The team consists of teaching members of staff and may include support staff.

### **3. Principal Accountabilities**

- 3.1. STUDENTS**
  - 3.1.1.** Promote the general progress and well-being of individual students, and of any assigned class or group of students.
  - 3.1.2.** Be accountable for the standards of student achievement, attainment and behaviour in the groups or classes assigned, ensuring that prior data is used effectively to drive student progress.
  - 3.1.3.** Make records of and reports on the personal and social needs of students. Communicate and consult with parents/carers of students, as appropriate
  - 3.1.4.** Maintain good order and discipline among the students and safeguard their health and safety, both when they are authorised to be on the school premises, and when they are engaged in authorised school activities elsewhere.
- 3.2. PLANNING, TEACHING AND ASSESSMENT**
  - 3.2.1.** Plan and prepare courses/lessons/schemes of work, in line with the requirements of the school and subject area and retain records of lesson plans. Contribute to the development of policies and resources.
  - 3.2.2.** Teach according to the allocated timetable and ensure that registers are taken for every lesson.
  - 3.2.3.** Teach according to the educational needs of the students assigned, including the setting and marking of work that has been carried out by the student in school and elsewhere.

- 
- 3.2.4. Mark student work in line with school policy and actively contribute to the subject area's schemes of work through regular feedback.
  - 3.2.5. Assess, record and report on the development, progress and attainment of students, in line with school policies and as required. This may include contributing to oral and written reports or references.
  - 3.2.6. Cover for absent colleagues in accordance with the *Schoolteachers' Pay & Conditions of Employment*. If absent, set useful work for all students.
  - 3.2.7. Be responsible for the relevant teaching areas with regards to health and safety, appearance and display and ensure that resources are used safely and well maintained.

### **3.3. PASTORAL/WHOLE SCHOOL**

- 3.3.1. To be a form tutor, or act as a support to the tutor, to a class and to be responsible for the personal, social and academic development of the students in the tutor group.
- 3.3.2. Follow school procedures for monitoring the attendance and punctuality of students in line with school procedures and ensuring that accurate records are maintained.
- 3.3.3. Lead tutor time activities so that all students are actively engaged in activities.
- 3.3.4. Liaise with staff and parents/carers are required, to ensure that the needs of students are met.
- 3.3.5. Ensure that all students adhere to the rules and requirements of the school and actively promote a positive ethos amongst students, including high standards of work, organisation, behaviour, appearance, attendance and punctuality.
- 3.3.6. Attend and support Year and House Assemblies and contribute where appropriate.
- 3.3.7. To contribute to the extra-curricular provision of the school where appropriate.

### **3.4. COMMUNICATIONS**

- 3.4.1. Participate in relevant school meetings as calendared or directed.
- 3.4.2. Maintain close communications with the Line Manager.
- 3.4.3. Consistently encourage a positive attitude to school and subject both within and outside school.
- 3.4.4. Direct the classroom activities of Learning Support Assistants deployed in the postholder's lessons.

### **3.5. GENERAL**

- 3.5.1. Carry out the professional duties of a schoolteacher.
- 3.5.2. Carry out supervisory duties in line with published rotas.
- 3.5.3. Follow all school policies and procedures and implement them where required.
- 3.5.4. Participate in appropriate meetings with colleagues and parents/carers relative to professional duties.

## **4. Knowledge and Experience**

Please see Person Specification

## **5. Performance Standards**

Performance will be measured against student progress and outcomes in relation to set targets and progress as measured against team development plans.

## 6. Additional Information

- 6.1. This job description describes the range of duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- 6.2. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at regular intervals and it may be subject to modification or amendment at any time, after consultation with the post holder.
- 6.3. The post requires that you should take an appropriate share of the responsibilities attached to staff generally within the school in connection with the work of the team/department and school.
- 6.4. Post-holders will adhere to the Staff Code of Conduct and the Dress Code for Staff and show a record of excellent attendance and punctuality.
- 6.5. Post holders may deal with sensitive material and should maintain confidentiality in all school-related matters. Child Protection Policies and Procedures, and General Data Protection Requirements are to be followed at all times.
- 6.6. Post-holders will participate in the School's appraisal system.
- 6.7. Post-holders will be involved, as required, with the development of quality standards and performance measures and to ensure they are implemented and maintained.
- 6.8. Post-holders will provide support to students during periods of contact and help promote the values and aims of the School and a general feeling of well-being at all times.
- 6.9. Post-holders will undertake other work of an appropriate nature in the interests of the School, as directed by the Headteacher.

## 7. Conditions of Employment

You are employed in the capacity of a teacher subject to, and with the benefits of, the conditions of employment set out, or referred to, in your letter of appointment and contract. Within such conditions of employment, the description of your post is as follows:

### 7.1. PROFESSIONAL DUTIES

The post requires that you should take an appropriate share of the responsibilities attached to teachers generally within the school in connection with the teaching of students, the preparation and marking of their work, and the promotion of their progress and welfare. You will work under the direction of the Headteacher, whose responsibility is to ensure that a reasonable balance in the workload of each teacher is maintained. You will be required to undertake other duties as may reasonably be expected.

- 7.2. This job description identifies the responsibilities attached to your post. It is subject to the limits on working time set out in the Teachers' Pay and Conditions Document, in particular to those provisions whereby you may be required to be available for work under the Headteacher's direction for 195 days, of which 5 days will be without students, and for not more than 1265 hours.

- 7.3. This job description is subject to amendment from time to time within the terms of your conditions of employment, as the needs of the school may require - but only to an extent consistent with those conditions of employment, and only after consultation with you.

- 7.4. The agreed Grievance Procedure may be invoked in any dispute arising from this job description, or subsequent amendment, in which case teachers are advised to consult their Professional Association.

<b>JOB HOLDER SIGNATURE:</b>		<b>DATE:</b>	
<b>PRINT NAME AND TITLE:</b>			

<b>LINE MANAGER SIGNATURE:</b>		<b>DATE:</b>	
<b>PRINT NAME AND TITLE:</b>			

# Person Specification

SECTION	ASSESSMENT METHOD
<b>EDUCATION, QUALIFICATIONS &amp; TRAINING</b>	
<ul style="list-style-type: none"> <li>DfE Qualified Teacher Status</li> <li>Degree or good professional qualification</li> <li>Evidence of further professional development</li> </ul>	Application form Proof of qualifications
<b>EXPERIENCE</b>	
<ul style="list-style-type: none"> <li>Successful teaching experience within the 11-18 sector (includes teacher training)</li> <li>Teaching in 11-16 or 11-18 age range</li> <li>Experience of lesson planning</li> <li>Experience of management and leadership within a department / faculty / pastoral system</li> </ul>	Application form Interview
<b>PERSONAL SKILLS AND ABILITIES</b>	
<ul style="list-style-type: none"> <li>Excellent classroom teacher with the ability to utilise an effective range of teaching and learning styles to produce outstanding outcomes</li> <li>Ability to set high expectations for student behaviour and establish a clear framework for classroom discipline which promotes self-control and independence whilst managing student's behaviour constructively</li> <li>Ability to ensure the safety and well-being of students at all times</li> <li>Ability to plan and evaluate your work with a view to improving school standards and attainment</li> <li>Ability to maintain records of student progress and achievements in order to provide evidence of work, progress and attainment over time</li> <li>Ability to work effectively as part of a team; developing positive relationships with colleagues, students, parents and other agencies as appropriate</li> <li>Ability to work collaboratively with specialist teachers and other colleagues to enhance students' learning</li> <li>Ability to provide opportunities for students to develop awareness of cross-curricular themes and key skills</li> <li>Ability to prioritise work and work to deadlines</li> <li>Very good organisational skills</li> <li>Energy and enthusiasm for the education of young people</li> <li>Ability to utilise an effective range of teaching and learning styles</li> <li>Ability to create a learning environment that values all students equally and enables all to achieve</li> <li>Have a high degree of professionalism, which is modelled on a daily basis in the workplace and when representing the school.</li> </ul>	Application form Interview Tasks
<b>SKILLS &amp; KNOWLEDGE</b>	
<ul style="list-style-type: none"> <li>Written and spoken fluency and accuracy in English.</li> <li>A thorough understanding of the relevant programmes of study</li> <li>A good understanding and competence in ICT</li> </ul>	Application form Interview Tasks

<ul style="list-style-type: none"> <li>• Ability to maintain records and to provide evidence of work, progress and attainment over time</li> <li>• Knowledge of current educational initiatives and developments</li> <li>• Knowledge of the principles of good classroom management</li> <li>• An excellent understanding of assessment, monitoring, recording and reporting procedures</li> </ul>	
COMMITMENTS	
<ul style="list-style-type: none"> <li>• A commitment to the aims and values of the school</li> <li>• A commitment to the highest standards of child protection</li> <li>• Commitment to equal opportunities</li> <li>• Commitment to achieving high standards</li> <li>• Commitment to all aspects of inclusive education</li> <li>• Committed to teaching and to further professional development</li> <li>• Be willing to participate in extra-curricular and enrichment activities in the chosen subject area.</li> </ul>	Application form Interview Tasks

Selection decisions will be based partly on the criteria outlined in this form. At each stage of the process an assessment will be made by the appointment panel to determine how far the criteria have been met.

Criteria should be addressed on the application form and/or in the statement of application. Criteria will be further tested later in the process through interviews and other methods such as presentations.

When completing your statement of application, you should ensure that you provide supporting evidence of how you meet the criteria through reference to work or other relevant experience.

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