



Executive Principal: Dr Dayo Olukoshi, OBE

Principal: Mr Jamie Brooks

Job Description– Teacher

This job description does not form part of any employee's terms and conditions of employment and is not intended to have any contractual effect. As with all posts, the Principal will reserve the right to vary the precise responsibilities should the need change and opportunities arise.

Teaching

- Plan and teach lessons within the context of the school's curriculum and schemes of work;
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students;
- Participate in arrangements for preparing students for external examinations.

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values, ethos and vision;
- Work with others on curriculum and/or student development to secure co-ordinated outcomes.

Health, safety and discipline

- Promote the safety and well-being of students;
- Maintain good order and discipline among students.

Management of staff and resources

- Direct and supervise support staff assigned to them and, where appropriate, other teachers;
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff;
- Deploy resources delegated to them effectively.

Professional development

- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff;
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

Communication

- Communicate with students, parents and carers.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.

Selection Criteria for the post of Teacher

Essential professional criteria

Criteria	Evidence and Verification
A good honours degree in a relevant subject, and excellent subject knowledge.	<ul style="list-style-type: none"> • Original degree certificate(s); • Questions about subject specialisation (and course content for more recent graduates); • Opportunities at interview to discuss techniques for teaching set topics.
Experience of teaching KS3, GCSE successfully and an understanding of effective assessment strategies .	<ul style="list-style-type: none"> • A lesson to be taught at either KS3 or KS4; • Opportunity to evaluate lesson and observe other teachers.
Excellent communication and interpersonal skills.	<ul style="list-style-type: none"> • Panel interview
Align with and knowledge of, fundamental British values and experience of promoting the personal development and wellbeing of children.	<ul style="list-style-type: none"> • Questions at interview
The ability to adapt quickly to a new environment, establish good relations with students and gain their confidence.	<ul style="list-style-type: none"> • Opportunities at interview to recount experiences where these skills have been demonstrated.
Awareness and understanding of the key principles of safeguarding and the welfare of students.	<ul style="list-style-type: none"> • Questions at interview to test attitudes towards and knowledge of children's safeguarding and welfare; • Questions which referees will be asked as part of the confidential reference request.

Desirable professional criteria

Criteria	How will these be tested?
A teaching qualification (e.g. PGCE, QTS).	<ul style="list-style-type: none"> • Original certificate.
Experience of teaching successfully in a non-selective, aspirational inner-city school.	<ul style="list-style-type: none"> • Questions at interview; • Verification of a candidate's employment history.
Knowledge of, and experience of teaching, the topics currently studied at GCSE.	<ul style="list-style-type: none"> • Opportunities at interview to recount experience of teaching and of successful strategies used in teaching these topics.
A willingness to be involved in the wider life of the department and the school (e.g. societies, trips etc.).	<ul style="list-style-type: none"> • Opportunities at interview to recount experience of running or participating in such activities or to give ideas for these.



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Person specification for teaching posts at Langdon Academy

Langdon Academy seeks to appoint teachers who will have the following proven qualities, or the potential to develop them. At interview, candidates will have the opportunity to demonstrate or give an account of these attributes.

- The energy, dynamism and stamina to contribute fully to the life of a busy aspirational inner city school;
- Willingness to contribute to the extensive range of activities provided for students and to support them in their co-curricular pursuits;
- Capacity for industry and initiative in both independent work and as part of teams of colleagues in academic work, pastoral care, sports and co-curricular activities;
- Profound and continuing interest in the academic subject to be taught;
- The depth of knowledge and agility of mind to allow flexibility in lessons, adapting delivery as appropriate in the light of students' responses;
- Empathy with students across the age and ability range and the ability to implement a range of teaching strategies to cater for each individual student;
- Awareness and understanding of matters relating to the personal, social, health and emotional development of students at Langdon Academy;
- General knowledge of Child Protection issues and good practice, particularly relating to professional obligations on safeguarding the welfare of each child and avoiding guarantees of confidentiality in any disclosure;
- Capacity to deal sensitively with problems raised by students, in line with Langdon's pastoral policies and sanctions system, working in partnership with Langdon's designated pastoral leaders and SLT;
- Ability to create an effective rapport and a sound relationship with students, earning their respect and trust, but maintaining proper professional boundaries;
- Willingness and ability to liaise effectively and professionally between students, staff and parents when required, making accurate records of these exchanges;
- Patience and thoughtfulness to see any issues that may arise with students, parents or colleagues from a variety of perspectives;
- The ability to de-escalate difficult situations using different strategies, in line with school policies;
- Retention of a sense of perspective and, on occasion, the invaluable ability to laugh at oneself.