

## TEACHER - MAINSCALE

<b>RESPONSIBLE TO:</b>	The Headteacher Governors Line Manager
<b>RESPONSIBLE FOR:</b>	The students and staff in your charge, and the management tasks associated with the extra responsibilities in the job description. The professional duties as set out in the Teachers' Pay and Conditions Document.
<b>RELATIONSHIPS:</b>	HT, SLT, governors, students and parents/carers.

## Job Description

### 1. 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 statement of particulars. Within such conditions of employment, the description of your post is as follows:

#### 1.1. CURRICULUM

To ensure the development of students by teaching the curriculum with due regard to the aims of the school.

#### 1.2. 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 it 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.

**1.3.** 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 Headteachers direction for 195 days, of which 5 days will be without students, and for not more than 1265 hours.

#### 1.4. TEACHING - IN EACH CASE HAVING REGARD TO THE CURRICULUM FOR THE SCHOOL

- Planning and preparing courses and lessons.
- Teaching, according to their educational needs, the students assigned to him/her, including the setting and marking of work to be carried out by the student in school and elsewhere.
- Assessing, recording and reporting on the development, progress and attainment of students.

#### 1.5. OTHER ACTIVITIES

- Promoting the general progress and well-being of individual students, and of any class or group of students assigned to him/her.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- Making records of and reports on the personal and social needs of students. Communicating and consulting with the parents/carers of students.

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- Communicating and co-operating with persons or bodies outside the school; and participating in meetings arranged for any of the purposes described above.

#### **1.6. ASSESSMENTS AND REPORTS**

Providing or contributing to oral and written assessments, and reports and references relating to individual students and groups of students.

#### **1.7. APPRAISAL**

Participating in arrangements made in accordance with regulations made under section 49 of the Education (No 2) Act 1986 (74), for the appraisal of his/her performance and that of other teachers.

#### **1.8. REVIEW, INDUCTION, FURTHER TRAINING AND DEVELOPMENT**

- Reviewing from time to time his/her methods of teaching and programmes of work. Participating in arrangements for his/her further training and professional development as a teacher.
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for his supervision and training.

#### **1.9. EDUCATIONAL METHODS**

Advising and co-operating with the Headteacher and other teachers (or anyone or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

#### **1.10. DISCIPLINE, HEALTH AND SAFETY**

Maintaining good order and discipline among the students and safeguarding 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.

#### **1.11. STAFF MEETINGS**

Participating in meetings at the school which relate to the curriculum for the school, or the administration or organisation of the school, including pastoral arrangement.

#### **1.12. COVER**

**1.12.1.** Subject to paragraph 66.9.2 (Conditions of Employment Document), supervising and so far as practicable teaching any students whose teacher is not available to teach them. Subject to the exceptions in paragraph 66.9.3 (Conditions of Employment Document), no teacher shall be required to provide such cover:

**1.12.2.** After the teacher who is absent or otherwise not available has been so for three or more consecutive working days where the fact that the teacher would be absent or otherwise not available for a period exceeding three consecutive working days was known to the maintaining authority or, in the case of a school which has a delegated budget, to the governing body, for two or more working days before the absence commenced.

**1.12.3.** The exceptions are: he/she is a teacher employed wholly or mainly for the purpose of providing such cover ("a supply teacher"); or the authority or the governing body (as the case may be) have exhausted all reasonable means of providing a supply teacher to provide cover without success; or he/she is a full-time teacher at the school but has been assigned by the Headteacher in the timetable to teach or carry out other specified duties (except cover) for less than 75 per cent of those hours in the week during which students are taught at the school.

#### **1.13. PUBLIC EXAMINATIONS**

Participating in arrangements for preparing students for public examinations, and in assessing students for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for students' presentation for and supervision during such examinations.

#### **1.14. ADMINISTRATION**

Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials; and attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school session.

**1.15.** 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. 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.

**2. Knowledge and Experience**

- 2.1. The post holder will have experience of working within the secondary sector and have a proven track record of high-quality teaching in the subject area. Appropriate further professional development will be evident.
- 2.2. The post holder will have a thorough understanding of the relevant Programme(s) of Study and the National Curriculum. They will also have a thorough understanding of the principles of good classroom management and a good understanding of assessment, monitoring, recording and reporting procedures.

**3. Performance Standards**

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

**4. Organisation Chart**

Separately available.

**5. Additional Information**

- 5.1. 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.
- 5.2. You will work under the direction of the Headteacher, whose responsibility it is to ensure that a reasonable balance in the workload of each teacher is maintained.
- 5.3. You will be required to undertake other duties as may reasonably be expected.

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	(Signature)	Job Holder
	(Print Name & Title)	(Date)
	(Signature)	Line Manager
	(Print Name & Title)	(Date)

Please see the next page to view the **Person Specification**.

# 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 in-service training / higher qualifications if teaching for more than two years</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</li> <li>• Teaching in 11-16 or 11-18 age range</li> <li>• Experience of organising or participating in extra-curricular activities</li> <li>• Experience of lesson planning (examples to be brought to interview)</li> <li>• Written and spoken fluency and accuracy in English</li> </ul>	Application form Interview
<b>SKILLS AND ABILITIES</b>	
<ul style="list-style-type: none"> <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 pupil progress and achievements in order to provide evidence of work, progress and attainment over time</li> <li>• Basic understanding and competence in ICT</li> <li>• Work effectively as part of a team; developing positive relationships with colleagues, students, parents/carers and other agencies as appropriate</li> <li>• Can work collaboratively with specialist teachers and other colleagues to enhance students' learning</li> <li>• Possess good organisational skills</li> <li>• 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>• To provide opportunities for students to develop awareness of cross-curricular themes and key 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> </ul>	Application form Interview Tasks
<b>KNOWLEDGE</b>	
<ul style="list-style-type: none"> <li>• Excellent professional knowledge and understanding</li> <li>• A thorough understanding of the relevant programmes of study</li> <li>• Knowledge of the principles of good classroom management</li> <li>• An excellent understanding of assessment, monitoring, recording and reporting procedures</li> </ul>	Application form Interview Tasks
<b>COMMITMENTS</b>	
<ul style="list-style-type: none"> <li>• Commitment to equal opportunities</li> <li>• Commitment to achieving high standards</li> <li>• Commitment to all aspects of inclusive education</li> <li>• Commitment to the ethos and life of the school</li> <li>• Committed to teaching and to further professional development</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.

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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.