

TEACHER



Grade:	UPS/ MPS
Hours:	35.2 hours per week / 39 weeks per year
Responsible to:	Job title of line manager
Responsible for:	Job titles of managed staff

ROLE PURPOSE

Teaching (SUBJECTS) to designated classes of students and responsible for the general welfare of a tutor group in accordance with the requirements of the School Teachers' Pay and Conditions Document and the National Standards for Qualified Teacher Status.

In carrying out duties, having due regard to the requirements of the National Curriculum, the Academy's aims and objectives, schemes of work and any policies of the Governing Board.

Share in the corporate responsibility for the well-being, discipline and behaviour of all students.

KEY DUTIES AND RESPONSIBILITIES

PLANNING

- Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations; where appropriate, to sustain learners' progress and to extend and consolidate their learning.

TEACHING

- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range taught in which you:
 - use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion;
 - build on the prior knowledge and attainment of those taught in order that learners meet learning objectives and make sustained progress;
 - develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
 - adapt their language to suit the learners taught, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;

- manage the learning of individuals, groups and whole classes effectively, modifying teaching appropriately to suit the stage of the lesson and the needs of the learners.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

ASSESSMENT AND FEEDBACK

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Implement and maintain a Raising Achievement Plan (RAP) to ensure learners' progress and attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Review the effectiveness of teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

STUDENT BEHAVIOUR AND WELL-BEING

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Make use of the local arrangements concerning the safeguarding of children and young people.
- Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the Broadway Behaviour Basics and the school's behaviour policy.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

GENERAL RESPONSIBILITIES

- Always promote and safeguard the welfare of students in line with safeguarding guidance and policy

- Ensure compliance of data usage and practices with the Data Protection Act 2018 and the Academy's Data Protection Policy in all areas of responsibility
- Maintain an appropriate working environment in accordance with the Academy's Health and Safety policy and procedures
- Uphold the Academy Equality policy and Safer Recruitment policy
- Adhere to the ethos of the Academy by promoting the school values, vision and aims and setting an example of personal integrity and professionalism
- Act in accordance with the Broadway staff (and leadership) behaviours framework
- Treat all users of the school with courtesy and consideration and present a positive personal image which will contribute to a welcoming school environment
- Attend line management, departmental and whole school meetings and act as a supportive, enthusiastic member of the organisation
- Participate in CPD and training sessions as directed
- Carry out such duties as may reasonably be deemed commensurate with the grade or remit of the post by the JOB TITLE OF SENIOR MANAGER or Head Teacher

Please note, this post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for the role.

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation	R References
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Criteria	Essential (E) / Desirable (D)	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	• Qualified teacher status or equivalent (D) • First degree in relevant subject (E)	AF/ C AF/ C
Experience Relevant work and other experience	• Experience of working with young people in a classroom environment (E) • Evidence of having made a difference to teaching/ learning (E) • Experience of supporting/running whole school initiatives & staff training (D)	AF / I / R AF / I / R AF / I / R
Knowledge	• Ability to teach across 11 – 18 age range (D) • Thorough knowledge of specialist subject (E) • Knowledge of second subject (D)	AF / I / R I / T / R AF / I / R
Skills & Ability e.g. written communication skills, dealing with the public etc.	• Good ICT, literacy and numeracy skills (E) • Good interpersonal skills (E) • Good personal organisation (E) • Enthusiastic approach to teaching and learning (E) • Ability to prioritise own workload (E) • Ability to work effectively as part of a team (E) • Self-motivated (E) • Ability to develop creative solutions to problems (D) • Ability to form good relationships with students and staff (E) • Tenacious and resilient (E) • Ability to fulfil all spoken aspects of the role with confidence using the English Language (as required by Part 7 of the Immigration Act 2016) (E)	AF / I / T / R AF / I / T / R AF / I / T / R AF / I / R AF / I / T / R AF / I / R AF / I / R AF / I / R AF / I / T / R AF / I / T / R AF / I / R AF / I / R
Training	• Willingness to develop professionally and undertake further training as appropriate (E) • Personal commitment to CPD (E)	AF / I / R AF / I / R
Other	• Commitment to promoting and safeguarding the welfare of children (E) • Good attendance record (E) • Commitment to developing subject, department and the Academy (E)	AF / I / R AF / R AF / I / R

Reviewed by	
NAME	
JOB TITLE	
DATE	