

Job Specification

Post Title: Teacher

Reporting to: Subject or Faculty Leader

Scale:

Direction and Development

- Actively promote the school's values: Determination, Togetherness, Achievement, Respect, Kindness and Opportunity
- Work with determination to provide the best education for all pupils, relentlessly looking for the best ways to impart knowledge to 'the whole child' whatever their needs or starting points
- Take the initiative to develop your own teaching – be a reflective practitioner
- Use the Faculty Action Plan to help you plan for current school and faculty priorities
- Routinely analyse assessments and other data to identify strengths and development areas for pupils
- Regularly promote the profile of your subject within the school and beyond; be an active advocate for your subject
- Be cognisant of key subject developments in terms of both content and assessment
- Attend and play an active role in all meetings
- Effectively and consistently implement all school policies
- Ensure appropriate cover is set when absent
- Adhere to the Teachers' Standards and Fir Vale Standard as laid out below

Teaching and Learning

- Plan and deliver interesting and effective lessons, taking into account literacy development, fostering independence, and the need for cultural capital to be woven into our teaching
- Ensure you are aware of the needs of all of our cohorts (e.g. SEND, EAL, HA, LA) and that your teaching addresses the needs of all of these pupils
- Develop and maintain a stimulating and interesting learning environment
- Help your line manager maintain a positive and regular profile on social media platforms, consulting the school's marketing manager where necessary and keeping them informed of all your newsworthy events
- Develop effective behaviour for learning routines and maintain good discipline by using a firm but fair approach, using de-escalating techniques whilst maintaining appropriate professional boundaries. Be consistent in implementing our standards
- Mark and moderate coursework. Take part in external verification and moderation within your faculty area
- Ensure all data inputs are on time and accurate
- Ensure you are up to date and adhering to JCQ regulations
- Ensure the effective and efficient deployment of classroom support
- Liaise with Subject Leader to ensure the implementation of department policy and best practice

Pastoral Duties

- Be an effective Form Tutor to an assigned group of pupils
- Promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole
- Liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system

- Register pupils, prepare them for and accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- Alert appropriate staff to problems experienced by pupils and make recommendations as to how these may be resolved
- Communicate, as appropriate, with parents of pupils and persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with appropriate staff
- Contribute to PSHE and Citizenship according to school policy.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

TEACHERS' STANDARDS

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - Establish a safe and stimulating environment for pupils, rooted in mutual respect
 - Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- 2. Promote good progress and outcomes by pupils**
 - Be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - Guide pupils to reflect on the progress they have made and their emerging needs
 - Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - Encourage pupils to take a responsible and conscientious attitude to their own work and study
- 3. Demonstrate good subject and curriculum knowledge**
 - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

PART THREE: FIR VALE BASICS

- Teachers are expected to 'Meet and Greet' all pupils at the door at the start of the lesson and ensure learning begins as soon as possible. The register is done in the first 10 minutes of the lesson, ensuring a head count is also done
- Teachers are expected to model and encourage correct use of the English language, so that pupils can learn how to speak and write English with fluency and accuracy
- Teachers must ensure pupils have a clear seating plan and/or a safe and embedded routine for how they conduct themselves throughout the lesson to ensure safety and so that good learning behaviours are developed
- Teachers ensure that pupils take pride in their environment by showing pride in their own classrooms and work areas
- Teachers are expected to use 'silent hands up' as the primary means of gaining silence.
- Teachers are expected, where possible, to set effective cover work if they are absent. Where this is not possible, they must contact a colleague to arrange cover
- Teachers must ensure that for written subjects, pupils normally work in an exercise book. If worksheets or file paper are to be used, these must be kept in a well-organised, neat folder
- Teachers are expected to dismiss pupils in a calm and orderly fashion at the end of every lesson