



JOB DESCRIPTION

Teacher of ADT 2ic (Maternity Cover)

REPORTS TO:	Head of Faculty, Senior Leader
PAYSCALE:	Main Scale with an additional allowance for 2ic <i>Scale points will be dependent on skills, experience & track record</i>
LOCATION	Burnt Mill Academy
TERMS:	You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Executive Head Teacher and Heads of School.
CONTRACT:	1 Year Fixed Term Contract Starting 1 st January 2026

PURPOSE OF THE JOB

- To assist the Head of Faculty in providing excellent teaching in your own curriculum area and other areas within the Academy.
- To assist the Head of Faculty in providing outstanding learning and progress across the Academy.

Liaison with:

- The post-holder will be expected to network and liaise with the Head of Faculty, Faculty Team, Teaching / Associate Staff, School Representative, External Agencies, Students and Parents.
- The post-holder will be expected to network and liaise across a range of external providers, schools, community and coordinator networks to ensure a consistency of approach regarding standards, support, transition and high-quality learning and teaching.

Specific Responsibilities

- To enable staff to plan high-quality learning activities for ADT across the Academy.
- Teach Design Technology (DT) to GCSE level, delivering engaging and well-structured lessons.
- Teach Art and Photography to Key Stage 3 (KS3), developing students' creativity and technical skills.
- To support the Head of Faculty in creating and leading the Academy's 'ADT teaching & learning team' to ensure outstanding progress.
- To assist the Head of Faculty in monitoring and evaluating the quality of learning for ADT for students.
- To assist the Head of Faculty to create a classroom environment that facilitates research and independent learning.
- Contribute to the internal CPD programme for ADT and the wider Academy.
- To assist the Head of Faculty to develop and lead a reading programme across all year groups in ADT lessons and outside ADT to raise reading ages.
- To encourage a love of ADT in the Academy (form time, ADT lessons, all other lessons, lunchtime, after school) and at home for students, staff and parents/carers.
- To assist the Head of Faculty to lead intervention programmes in all years to improve the ADT.

Main Expectations of the role

1. Shaping the Future

- Support the Head of Faculty, Executive Headteacher and SLT in establishing a vision for the future of the Academy; demonstrating inspirational leadership and creativity when developing teaching across the Academy.
- Assist the Head of Faculty in the Academy improvement planning process, in particular areas of Academy improvement in your area.
- Contribute to the identification of key areas of strength and weakness in teaching in the Academy.
- Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example to other colleagues.
- Promote a culture of teamwork, in which views of all members of the Academy and community are valued and taken into account.
- Contribute to the self-evaluation of the Academy and lead the self-evaluation of teaching within the Academy.

2. Learning and Teaching

- To support the Head of Faculty with any information relating to detailed analysis of key Academy performance data to a variety of audiences, including SLT, and other groups.
- Promote the active involvement of students in their own learning.
- Contribute to target setting; including statutory procedures and targets for individuals and groups throughout the Academy.
- Support strategies to promote high standards of behaviour.
- To support the Head of Faculty with the monitoring of teaching.
- Provide support for colleagues in improving the learning environment to enhance learning and increasing engagement.

3. Developing self and managing others

- Promote and safeguard the safety and welfare of children and young people by being the lead on Health and Safety in the Academy.
- Contribute to the creation of a positive Academy ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount.
- Support the development of collaborative approaches.
- Set high expectations for your own performance and that of others.
- Engage in relevant professional development activity as necessary.

4. Managing the organisation

- Contribute to a regular review of the organisation of the Academy to ensure it meets statutory requirements.
- Develop action plans in specified areas of responsibility, in order to bring about improvements.
- Contribute to the planning process for the distribution of resources, to ensure they meet the Academy's identified priorities.
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money.
- Being a presence in the Academy corridors at lesson change-over, break times and at two or more of the lunch sessions during the day.

5. Securing Accountability

- Support the Head of Faculty, Executive Headteacher and SLT in meeting responsibility to ensure teaching is outstanding.
- Work alongside the Head of Faculty and Headteacher to secure improvement through Performance Management; take responsibility for the performance management of staff you directly line manage.
- Use a range of data sources to set realistic yet challenging targets for pupils, analysing outcomes for individuals and groups.
- Contribute to the reporting of the performance of the academy to parents, carers, and other key partners.

6. Strengthening Community

- Contribute to; strengthening partnerships with other schools and services to enhance learning and teaching across the community.
- Gain an understanding and ensure that Specialisms, Extended School, Learning Environment add to the quality of teaching for learners.
- Contribute to policies and practices, which promote equality of opportunity and tackle prejudice through teaching of Learners.
- Contribute to the development of teaching of Learners.
- Promote and model good relationships with parents, which are based on partnerships to support and improve pupils' achievement.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Executive Headteacher to carry out appropriate duties within the context of the job, skills and grade.

General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

BMAT Directors are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification – Teacher of ADT 2inc			
		Essential	Desirable
Qualifications and documentation	Honours Degree Qualified Teacher Status in subject area relevant to the faculty Enhances DBS & validated references Eligibility to work in the UK Evidence of further professional development relevant to the post	X X X X	 X
Experience	Your pupils achieve the very best outcomes, and this is evidenced in published data. You have contributed to the current curriculum provision in your faculty. You have mentored teachers who are new to the profession, either an ITT or ECT. You must have evidence of the impact you have had on at least one teacher. You have contributed to developing the pedagogical approach an assessment for your faculty. Photography experience - developing students' creativity and technical skills.	X X X X X	
Knowledge	An understanding of the expectations Ofsted Framework regarding effective teaching & learning Good knowledge of Microsoft Office Knowledge of subject/curriculum area and related education gained for example through involvement in wider professional networks associated with subject/curriculum area. Understanding of assessment issues, including the practical use of data in planning and raising standards Understanding of safeguarding requirements Understanding the qualities of good teaching, effective learning and how these can be applied to raise student attainment. Have a critical understanding of the most effective teaching, learning and behaviour management strategies including how to select and use approaches that personalise learning to provide opportunities for all learners to achieve their potential. Knowledge of effective strategies to include, and meet the needs of all students, in particular, underachieving groups and students with EAL and SEN.	 X X X	X X X X X

	Understanding of safeguarding requirements	X	
Skills / Competencies	Ability to relate well to children and adults Ability to work independently and manage workload Ability to communicate effectively to colleagues, students and parents Ability to form and maintain appropriate relationships and demonstrate personal boundaries with children and young people Attention to detail Can maintain and actively promote high standards of student behaviour Discretion, tact and diplomacy Good numeracy/literacy/ICT skills Work constructively as part of a team, follow instructions, understand roles and responsibilities	X X X X X X X X X X	
Personal Qualities	Characterised as: A belief in the ability of children and young people to achieve and to overcome obstacles to their learning A high level of personal integrity Highly motivated and inspirational in the classroom Committed to safeguarding children Commitment to the overall success of the school Calm under pressure and flexible in approach Emotionally intelligent and self aware Positive attitude to use of authority and maintaining discipline Enjoys working in new and challenging situations Reliable and trustworthy Proactive, enthusiastic, optimistic and innovative Flexible and adaptive approach to work Professional working attitude	X X X X X X X X X X X X X X	