



JOB DESCRIPTION

Post Title	Subject Teacher
Main Job Purpose	To ensure high quality teaching, effective use of resources and the highest standards of care, learning and achievement for all students. Responsible for planning, preparing and delivery lesson that align with current curriculum standards and meet the diverse learning needs of students.
Grade	MPS, ECTs welcome
Working hours	Full time, permanent

Main Duties

All teachers are expected

- To always meet the Teachers' Standards;
 - To set high expectations which inspire, motivate and challenge students;
 - To promote good progress and outcomes by students;
 - To demonstrate good subject and curriculum knowledge;
 - To plan and teach well-structured lessons;
 - To adapt teaching to respond to the strengths and needs of all students;
 - To make accurate and productive use of assessment;
 - To manage behaviour effectively to ensure a good and safe learning environment;
 - To fulfil wider professional responsibilities.
- To model The Corinium Education Trust's agreed expectations for good or better teaching;
- To be familiar with the criteria set out in the School Inspection Toolkit (Ofsted) relevant to their roles in the classroom and around the school;
- To be aware of the school's core priorities and strategic objectives and show a commitment to meeting these in their planning;
- To support and reflect the school's vision and values in their practice and implement school policies and procedures;
- To ensure confidentiality appropriate to working in the school and safeguard all children;
- To carry out their duties in line with those set out in the current School Teachers' Pay and Conditions Document.

Impact

- Ambitious and challenging achievement targets are met or exceeded;
- Value added measures put the school within the top 20% of schools nationally;
- Quality of inclusive teaching is judged to be good or better

All teachers will

- Teach the specialist and/or other subject(s) across Key Stage 3 and 4;

- Plan well-structured lessons in line with faculty schemes of learning, set clear objectives and employ appropriate strategies that take account of the needs of able students, those with SEN and those eligible for the pupil premium;
- Be aware of students' prior attainment or baseline data and use it to inform target setting, planning, differentiation and assessment;
- Prepare a range of relevant, engaging and challenging learning activities and controlled assessments to ensure all students can make good progress;
- Set and mark extension work/home learning routinely in line with faculty and whole school expectations;
- Equip students with the skills to make progress, including literacy and numeracy;
- Contribute to the development of faculty schemes of learning and share teaching resources as appropriate;
- Identify common misconceptions and act to ensure they are corrected;
- Deliver spiritual, moral, social and cultural aspects of learning within the context of the specialist subject and across the curriculum;
- Prepare students for life in modern Britain and promoting British values of democracy, the rule of law, individual liberty, mutual respect and tolerance;
- Lead and engage in enrichment and extra-curricular activities within the faculty and across the school;
- Maintain a safe and stimulating environment for students;
- Take responsibility for displays in their classroom and shared faculty areas and maintain tidy learning and workspaces;
- Ensure appropriate learning activities are available for classes during a planned or unforeseen absence;
- Keep an attendance register for each lesson and inform the Care, Guidance and Support Team of suspicious or frequent absences;
- Manage behaviour consistently and maintain positive working relationships with all students;
- Follow the faculties and school's student behaviour management procedures where appropriate;
- Use the school rewards systems to celebrate achievement, motivate and inspire students in line with the school's policy;
- Be accountable for students' attainment, progress and outcomes;
- Provide specific and diagnostic formative and summative feedback to students on their progress and next steps;
- Assess students' progress, report to and engage parents to celebrate achievement and address concerns related to under-achievement, homework and/or behaviour;
- Complete interim reviews, personalised and informative next step and end of Key Stage reports for students by the deadlines set in the calendar;
- Attend parents' evenings and other calendared school events as appropriate;
- Take responsibility for or support a tutor group in either Key Stage 3 or 4 to ensure students' wellbeing, and maintain high levels of punctuality, attendance and uniform;

- Provide professional care, guidance and support and liaise directly with parents and carers;
- Ensure the school's safeguarding procedures are followed and policies are adhered to;
- Encourage students to make positive contributions to the culture, ethos and life of the school and wider community;
- Contribute to the supervision of students and undertake scheduled duties before school, at break or lunch time and after school as set out in the duty rota;
- Participate actively in and contribute to faculty self-evaluation procedures;
- Mentor and give feedback to trainee teachers attached to specific classes;
- Take responsibility for individual and relevant continuing professional development, seeking advice where appropriate;
- Undertake any other reasonable tasks or duties assigned by his/her Head of Faculty, Head of School or Headteacher.

Administration and Professional Development

- Register for the attendance of and supervise learners, before, during or after school sessions as appropriate.
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.
- Marking to be carried out in accordance with school marking policy.
- Progress reports for children to be prepared and issued as per school policy.
- Parent consultation evenings to be attended as per the school policy.
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Policy

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of students, including sharing concerns where necessary
- Promote the safeguarding of all students in the school

Supervision and Management	Direct and supervise support staff assigned to them, and where appropriate, other teachers
Creativity and Innovation	The jobholder works within school procedures, policies and approved methods but sometimes must interpret these to deal with a problem. Some innovation is required.
Decision Making	The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual.

Key Contacts and Relationships	The jobholder will communicate regularly with all students, staff, parents and external organisations.
Resources	The jobholder is expected to use school resources appropriately and with care but is not personally accountable for their overall security.
Working Environment	The jobholder is not based in an environment where there are health and safety hazards.

Person Specification

Experience

- Delivering student-centred learning in chosen subject(s) at Key Stage 3 & 4
- Have a proven record of effective planning, assessment and record keeping

Qualifications

- Qualified Teacher Status (QTS).
- Degree in relevant subject(s)

Knowledge & Skills

- Have an in-depth knowledge of the subject(s) to be taught, at a level and breadth sufficient to challenge the most able students and achieve high outcomes throughout all key stages
- Effective teaching and learning styles, including the theory and practice to implement effectively for the individual needs of all children
- Recent, relevant curriculum developments in the subject area and their impact on teaching and learning
- Be able to promote a positive and inclusive environment for all students
- An ability to create a purposeful learning environment where all students feel secure and confident.
- Set high expectations for all students and demonstrate a commitment to raising educational achievement
- Be able to inspire and enthuse young people by creating high-quality learning opportunities and use effective strategies to monitor and promote student motivation and morale
- Effectively deliver a range of inclusive teaching and learning strategies to maximise progress and achievement and offer equality of access to the curriculum for all students
- Use ICT effectively as an integral part of teaching and learning

Personal Qualities

- A commitment to getting the best outcomes for all students and promoting the ethos and values of the school
- Build effective relationships with colleagues and to be an active team member
- Establish and develop good relationships with students, parents and external organisations
- Manage difficult situations and deal with sensitive issues tactfully and diplomatically
- Commitment to safeguarding and equality

Additional Information

This job description may be amended in consultation with the postholder to reflect the evolving needs of the Trust and its schools.

