

Job Description

POST TITLE:	TEACHER OF ENGLISH
GRADE:	MPS/UPS
MAIN PURPOSE:	Teaching Promoting the highest standards of behaviour in order to promote a calm working environment in the College and to create an atmosphere conducive to learning
RESPONSIBLE TO:	Director of English; SLT Link
RELATIONSHIPS WITH:	Heads of Department/ Directors of Department Heads of House and Director of Sixth Form SENDCo / Teaching Assistants Support Staff Other teachers Parents

MAIN RESPONSIBILITIES

- To deliver engaging and motivating lessons to students across all Key Stages.
- To use the whole school behaviour policy in setting high standards and expectations for students.
- To produce high quality resources and take part in the creation of new Faculty schemes of work.
- To identify and differentiate for groups of learners within your teaching groups.
- To use ICT and other learning technology in the planning and delivery of lessons.
- To track progress through assessment and reporting within own teaching groups.
- To regularly mark and feedback to students in line with the faculty assessment systems.
- To take part in the whole school programme of quality assurance.
- To interrogate and interpret relevant data to use as an achievement tool.
- To engage in the self-review processes with the faculty team.
- To monitor the progression of all students in own teaching groups.
- To identify students at risk of underachievement in liaison with the Key Stage Leaders, Achievement Coaches and Subject Mentor to ensure that appropriate interventions are in place.
- To work as a team supporting Faculty members in spreading and sharing good practice.
- To attend and, where appropriate, contribute to faculty meetings and weekly briefing.
- Be willing to attend relevant courses/conferences that will stimulate and enhance the role of teacher of English and wider role within the school community.
- To uphold and promote the school's child protection and safeguarding policies and procedures and ensure they are adhered to by all staff.
- To promote the safety and wellbeing of students.
- Undertaking such departmental responsibilities as are delegated by the Head of Department.
- Carry out a share of supervisory duties in accordance with published rotas.
- Setting and marking home learning in accordance with college and departmental policies.
- Participating in meetings with colleagues and/or parents/carers with regard to the above responsibilities.

TEACHER RESPONSIBILITIES

1. Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work.
2. Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs and gifted or talented students. They should be aware of, and take proper account of, the strategies agreed in IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans).
3. Consistently and effectively use a range of appropriate strategies for teaching and classroom management.
4. Consistently and effectively use information about prior attainment to set well-grounded expectations for students and monitor progress to give clear and constructive feedback.
5. Be able to make use of the performance data available in the College in order to determine how much progress their students are making.
6. Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning.
7. Make an active contribution to implementing the policies and aspirations of the College.
8. Be effective professionals who challenge and support all students to do their best.
9. Set and maintain high expectations for student behaviour.
10. Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance.
11. Be mindful that the College statement of vision and values emphasizes FUN in learning and plan and teach accordingly.

GENERAL NOTES

- 1) The aforementioned responsibilities are subject to the general duties and responsibilities contained in the School Teachers' Pay and Conditions Document and the Conditions of Service ("Burgundy Book") and are additional to the general duties and responsibilities of a teacher.
- 2) These accountabilities do not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- 3) These accountabilities are not necessarily a comprehensive definition of the post. It will be reviewed at least once per year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.

Hampton Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service Check from the Disclosure and Barring Service (DBS).

Person Specification

TEACHER OF ENGLISH

We are looking to appoint an outstanding teacher and one who would be expected to teach across all age ranges and abilities. You will be expected to contribute to the continued development of the Department's curriculum. You should be able to communicate effectively with students and colleagues as well as having good organisational skills.

You should be a reflective practitioner, interested in developing your practice and trying out new strategies in your teaching. You will already be, at least, a fairly good user of ICT, and happy to learn more. Above all, we wish to appoint an imaginative and enthusiastic teacher, who will be keen to work alongside a team determined to create an excellent department.

It is important that students have the opportunity to extend their interest and enthusiasm for English by taking part in extra-curricular activities, visits and competitions. We would welcome any contribution you could make to these activities at Hampton College.

You will have a passion for working with young people and you will relish the satisfaction that comes from helping them to develop and to learn. The successful candidate will be an important part of the department and can expect the support needed to develop their career further.

	<u>Essential</u>	<u>Desirable</u>
<u>Qualifications</u>	<ul style="list-style-type: none"> Relevant 'A' Levels (or equivalent) and Degree Qualified Teacher Status 	<ul style="list-style-type: none"> Good Honours degree (2.1 or better) Ability to teach Key Stage 5
<u>Experience</u>	<ul style="list-style-type: none"> Relevant teaching experience or teaching practice Experience of teaching a wide range of abilities 	<ul style="list-style-type: none"> Currently working or training in UK state secondary school Relevant 'life experience' e.g. time working in business or industry
<u>Knowledge and understanding</u>	<ul style="list-style-type: none"> The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies) Statutory National Curriculum requirements at the appropriate Key Stage The monitoring, assessment, recording and reporting of pupils' progress The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection The positive links necessary within school and with all its stakeholders Effective teaching and learning styles. 	
<u>Skills</u>	<ul style="list-style-type: none"> Ability to use innovative, active teaching methods Ability to use ICT as a learning/admin tool Effective communication skills, written and verbal Good organisational skills 	<ul style="list-style-type: none"> Commitment to offering effective extra-curricular activities

<p><u>Personal Characteristics</u></p>	<ul style="list-style-type: none"> • Approachable • Committed • Enthusiastic • Able to motivate self and others • Calm under pressure • Well-organised 	
<p><u>Safeguarding Competencies</u></p>	<ul style="list-style-type: none"> • Demonstrates empathy for the concerns of others • Shows respect for other’s feelings, views and circumstances • Seeks and uses professional support appropriately • Can demonstrate flexibility of approach • Shows a personal commitment towards safeguarding children 	