

Establishment:	Farnborough Spencer Academy
Post Title:	Lead Teacher of Technology
Grade/Pay Range:	MPS/UPS with TLR2
Hours/Weeks:	Full Time
Reporting to:	Head of Technology Faculty
Department/Team:	Technology

### **JOB PURPOSE**

To carry out the functions of a teacher in accordance with the Teacher Standards (part one and two below) and the stated aims and objectives of Farnborough Spencer Academy and the Faculty.

Teachers make the education of their students 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 students.

As a Lead Teacher, you will be responsible for the following:

- To be responsible for a specific area of development within the department to be determined in consultation with the Head of Faculty
- To develop and lead on cross Academy work where appropriate which may be related to your subject.
- To work closely with the Head of Faculty in the professional leadership and management of the faculty in order to ensure high standards of teaching and learning are delivered, resources are used efficiently and effectively and the curriculum is managed and developed.
- Exemplify in your own practice the skills of teaching and learning typified by lead professionals, and ensure that good practice is shared throughout the faculty.
- Ensure the delivery and development of the curriculum is effective in meeting the needs of all students.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Work towards and support the academy vision and the current academy objectives outlined in the Academy Improvement Plan.
- To deputise for the Head of Faculty in times of absence.
- Mentor any trainee or ECT as agreed with the Head of Faculty.
- To undertake other reasonable duties with regard to the education of years 7 to 11 as required by the Head of Faculty and the Head of School.

## REPORTING

The post holder will report to the Faculty Leader for their faculty area.

## WORKING TIME AND CONDITIONS

These will be as specified in the latest School Teachers Pay and Conditions Document. Attendance at school functions beyond the working day within the directed time budget.

## PART ONE: TEACHING

A teacher must:

### 1 Set high expectations which inspire, motivate and challenge students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

### 2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- analyse students' data and exam performance to inform planning and intervention.
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students 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 students' 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 according to the School timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students 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 students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- have a clear understanding of the needs of all students, 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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback.
- follow the School's assessments reporting policies.

#### 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 for learning 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 students' needs in order to involve and motivate them
- maintain good relationships with students, 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 including extra-curricular contribution and duties during break and lunch.
- 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 students' 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 students 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 students' 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 students' 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: PERSONAL TUTOR**

- To act as a form tutor.
- To provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- To make records and reports on the personal and social needs of students.
- To communicate and consult with the parents of students.
- To communicate and co-operate with persons or bodies outside the school.
- To participate in meetings arranged for any of the purposes described above.
- To be responsible for the well-being and academic progress of their personal tutor group.
- To act as the first point of contact for parents.
- To monitor and improve attendance rates for the tutor group.
- To be responsible for the school's reward system within the tutor group.
- To meet regularly with the Head of Year, and attend year team meetings
- To support extra-curricular activities as arranged by the Pastoral team.
- To ensure that students follow the School's uniform policy.
- To ensure that students follow the School's rules and policies.
- To set a good example in terms of dress, punctuality and attendance.

## **PART FOUR: UPS TEACHER**

In addition to the teacher standards outlined in part one, a teacher paid on the Upper Pay Scale should:

- Provide a role model for teaching and learning.
- Make a distinctive contribution to the raising of pupil standards.
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and achievement.
- Undertake action research or policy development which enhances practice or outcomes in the school through membership of school working parties and focus meetings.
- Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.
- Deliver high quality CPD sessions/training.
- Undertake lesson observations and providing feedback and appropriate follow up support.
- Engage in work scrutiny.
- Participate in regular and frequent commitment to cross-curricular or extracurricular activities.

## **PART FIVE: OTHER**

- Cover - Except in the case of a teacher employed wholly or mainly for the purpose of providing such cover, cover is implemented according to Rarely Cover guidance.

## **PART SIX: OTHER DUTIES AND RESPONSIBILITIES**

Carry out other duties that the Principal may reasonably request.

The job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

### **Safeguarding**

Ensure that you act according to the principles of best practice, and in accordance with the requirements of the Keeping Children Safe in Education guidance, as issued by the Department for Education.

### **General:**

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Academy policies including in particular Health and Safety and Safeguarding.
- Participate in the Academy Appraisal process and undertake professional development as required.
- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.
- These above-mentioned duties are neither exclusive nor exhaustive, the post-holder maybe required to carry out other duties as required by the Trust.

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

Name of Postholder:
Signature:
Date:

## Person Specification

Relevant Experience	<ul style="list-style-type: none"> <li>▪ Successful experience of teaching Technology to KS3 and KS4.</li> <li>▪ Should be able to teach Resistant Materials/Product Design/Food/Graphics.</li> <li>▪ Successful experience of curriculum development; team leadership and development planning.</li> <li>▪ Successful experience of delivering INSET to staff and supporting the development of others.</li> <li>▪ Experience in using ICT to support pupils' learning.</li> <li>▪ Evidence of continued professional development.</li> </ul>
Qualities	<ul style="list-style-type: none"> <li>▪ Proven leadership experience</li> <li>▪ High level organisational skills</li> <li>▪ An ability to enthuse, inspire, to get the best out of pupils and staff.</li> <li>▪ A vision of Technology as a vibrant and successful curriculum area</li> <li>▪ An ability to work under pressure</li> <li>▪ High level communication skills</li> <li>▪ An ability to initiate, promote and monitor change.</li> <li>▪ High level administration abilities.</li> <li>▪ Determination and energy.</li> </ul>
Specialist Skills and Knowledge	<ul style="list-style-type: none"> <li>▪ Ability to bring new perspectives to the development of Technology in the school.</li> <li>▪ Know how Technology can be differentiated to support success for all.</li> <li>▪ Know how to plan for progression and how assessment can support pupils in achieving the highest possible levels / grades.</li> <li>▪ Know how efficient KS2 / KS3 progression can be facilitated.</li> <li>▪ Competence in the areas identified in National Professional Qualification of Subject Leadership.</li> <li>▪ Know how to delegate effectively.</li> <li>▪ Know how literacy and numeracy across the curriculum can be facilitated.</li> </ul>
Additional factor	<ul style="list-style-type: none"> <li>▪ Be committed to equal opportunities.</li> <li>▪ Be willing to lead extracurricular activities</li> <li>▪ Have the potential for professional development and future promotion.</li> </ul>