

## **General Secondary School Teacher JOB DESCRIPTION**

During the course of the academic year, it is expected that you will take on the following responsibilities:

1. Planning
2. Teaching
3. Classroom Management
4. Agreed Whole Centre Procedures

### **PLANNING**

As a class teacher, you will be expected to plan your teaching with regard to the Centre's strategies and programmes of study. You will be expected to achieve accelerated progression in student's learning by:

- Identifying clear learning and teaching objectives and content and specifying how these will be taught.
- Setting tasks for class, group and individual work, which challenge students and ensure high levels of student interest. This includes teaching through "challenges" where children's learning is not capped and they have greater ownership of the work they undertake.
- Setting high expectations for students' learning, motivation and presentation of work.
- Setting clear targets for students' learning, building on prior attainment and ensuring that students understand what is required of them for any given task.
- Identifying students with Special Educational Needs and knowing where to seek advice to give positive and targeted support.
- Planning in the short, medium and longer term lessons which provide pace, motivation and challenge for students. Using assessment of students' attainment to plan future lessons. Planning for students' personal, spiritual, moral, social and cultural development.
- Planning, setting and responding to homework, in line with the agreed policy for each year group.

### **TEACHING & CLASSROOM MANAGEMENT**

As a class teacher, you will be expected to:

- Establish positive working relationships with all support staff who may work in your classroom and ensure they are informed of lesson planning and your expectations.
- Ensure that teaching and learning objectives are met through effective teaching, high expectations, sound learning and discipline and a purposeful working atmosphere in the classroom.
- Establish and maintain good discipline, by following the Centre strategy for behaviour management.
- Establish a safe learning environment in which students feel safe, secure and confident.
- Use a variety of teaching methods which will foster and stimulate enthusiasm for learning, and maintain motivation.
- Differentiate appropriately for all abilities in the class, setting high expectations for all but not cap student learning.
- Give clear instructions, presentations and question students effectively to ensure participation.
- Respond to all students' work effectively, in line with the Centre's assessment strategy so that students are clear about how they have achieved and their next steps.
- Keep effective records of students' progress.
- Use opportunities to develop students' personal, spiritual, social, moral and cultural development.

## AGREED WHOLE CENTRE PROCEDURES

As a class teacher, you will be expected to:

- Attend the agreed Parents' Evening sessions.
- Keep parents informed of their child's progress during the year, through positive links with parents and in the form of an end of year report to them.
- Participate in meetings at the Centre which relate to the curriculum for the Centre or the administration or organisation of the Centre, including pastoral arrangements.
- Look to improve performance through continued professional development and feedback to other members of staff.
- Ensure that student welfare duties are carried out, including break duty and forward any student concerns to the relevant person.
- Mentor students.

You should be familiar with the Code of Practice on the identification and assessment of Special Educational Needs. You should also seek the advice of the Centres Special Educational Needs Co-ordinator if you have concerns on a student's progress.

All students should be treated equally, regardless of gender, social or cultural backgrounds. You are expected to ensure that students acquire and consolidate knowledge, skills and understanding in all subjects taught.

You should be prepared to evaluate your own teaching critically and use this to improve your effectiveness.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from the Senior Leadership Team (SLT) 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 Centre 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.

## PERSON SPECIFICATION

The person specification sets out the criteria to be used in determining whether an individual is likely to be able to undertake the duties of the job description.

<b>Desirable/ Essential</b>	<b>Education and Experience</b>
E	Teaching degree/PGCE or recognised equivalent.
E	Relevant experience – teaching and practical.
E	Training in relevant learning strategies e.g. literacy.
E	Evidence of Continuous Professional Development.
D	Experience of managing a budget.
D	Experience of working with disadvantaged students.
<b>Desirable/ Essential</b>	<b>Knowledge and Understanding</b>

E	Understanding of behaviour management strategies.
E	Up to date knowledge of current learning strategies.
E	Professional understanding of the educational needs of students.
E	Knowledge of best practise for teaching and learning.
D	Understanding of first aid procedures / first aid qualification.
<b>Desirable/ Essential</b>	<b>Skills</b>
E	Effective oral and written communication skills.
E	Excellent interpersonal skills both in working relationship and young pupils and informing effective professional relationships with a wide range of contacts.
E	Good organisational and time management skills.
E	Sound IT skills to support learning and maintain electronic information systems.
<b>Desirable/ Essential</b>	<b>Abilities</b>
E	Able to form and maintain appropriate professional relationships and boundaries with children and young people.
E	Ability to prioritise workloads.
E	Ability to organise, lead and motivate a team.
E	Ability and willingness to work constructively as part of a team.
E	Ability to supervise pupils effectively both in and out of Centre in line with the Centre's behaviour policy.
E	Ability to organise the classroom activities, e.g. preparing and setting out resources, and implementing strategies for T&L.

<b>Desirable/ Essential</b>	<b>Abilities (continued)</b>
E	Ability to deal with sensitive information in a confidential manner.
E	Ability to help children and young people to transfer their learning to other parts of their lives.
E	Ability to provide a good role model to pupils, and inspire pupils with an enthusiasm for learning.
E	Ability to work in partnership with parents, staff and external agencies.
E	Ability to use own initiative and work flexibly.
<b>Desirable/ Essential</b>	<b>Other</b>
E	Willingness to attend Centre training sessions.
E	Empathy with young people facing barriers to their learning.
E	A commitment to helping young people achieve, through education and learning.
E	Sense of humour.
E	An understanding of and a genuine commitment to Equal Opportunities.
E	Willingness to be involved in extra-curricular activities.
D	Hold a valid UK driving licence.