

## SECONDARY TEACHER: JOB DESCRIPTION & PERSON SPECIFICATION

<b>Position Title</b>	English/PSHE Teacher
<b>Reporting to</b>	Principal
<b>Hours</b>	Full-Time
<b>Salary</b>	Teacher Pay Scale plus SEN Allowance

This job description is not a comprehensive definition of the post. Discussions will take place on a regular basis to clarify individual responsibilities within the general framework and character of the post as identified below.

### **Summary of Role:**

To be an effective teacher who challenges and supports your students to do their best by:

- Inspiring trust and confidence in your students and colleagues.
- Building team commitment amongst your students and colleagues.
- Engaging and motivating students.
- Analytical thinking.
- Taking positive action to improve the quality of your students' learning.

### **Main Duties and Responsibilities:**

- Maintain a thorough and up-to-date knowledge of the teaching of your subject(s) and take account of wider curriculum developments which are relevant to your work.
- Working closely with school leaders and members of the SLT to ensure that the visions and cooperative values are effective and pertinent to all aspects of school life.
- Maintaining an attractive and stimulating classroom environment and contribute to making the whole school environment stimulating. Making appropriate educational provision for children with SEMH, with support from the SENDCO.
- Ensuring good order and discipline among pupils and safeguard their health and safety, doing everything possible to safeguard and promote the welfare of students/pupils/children in the School/Trust. Working with the DSL and the Deputy DSL to ensure safeguarding is promoted.
- Plan tutorials, lessons and sequences of lessons to meet pupils' individual learning needs.
- Use a range of appropriate strategies and follow school policies for tutoring, behaviour management and classroom management.
- Use information about prior attainment to set well-grounded expectations for students in your teaching and tutorial groups.
- Assess, monitor and record the progress of students in your teaching and tutorial groups; give them constructive feedback, targets and advice; and report their progress to, and discuss their progress with, their parents.
- Ensure that, as a result of your training and teaching, your students achieve well relative to their pupils' prior attainment, making progress as good or better than similar pupils nationally. You will be expected to achieve agreed Appraisal Objectives.
- Within the framework of the Trust's appraisal and CPD policies, take responsibility for your own professional development and use the outcomes to improve your tutoring and teaching and your students learning.

- Make an active contribution to the policies, aspirations and plans of your school.
- Developing and maintaining effective relationships with parents, colleagues, the governing body and the local community and ensuring effective links are made with support services.
- Advising senior leadership on policy, strategy and resources for CEIAG.
- Reporting on CEIAG to senior leaders and governors.
- Reviewing and evaluating CEIAG.
- Preparing and implementing a CEIAG development plan.
- Identifying sources of funding for CEIAG and writing bids.
- Planning schemes of work for careers education.
- Briefing and supporting teachers of careers education.
- Monitoring teaching and learning in careers education.
- Supporting tutors providing initial information and advice.
- Managing, in partnership, the work of the career's adviser.
- Monitoring access to, and take up of, careers guidance.
- Managing the Y10 work experience week.
- Managing the provision of careers information.
- Liaising with the PSHE leader, and other subject leaders, to plan careers education.

### **Professional Aspiration:**

- All teachers through professional growth and sustained and substantial performance and contribution to the School/Trust can aspire to a salary of UPS3.
- UPS3 teachers play a critical role in the life of the School/Trust. They provide a role model for teaching and learning, making a distinctive contribution to the raising of student standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use outcomes effectively to improve pupils' learning.

### **Data Protection / General Data Protection Regulations Compliance**

The Privacy Notice sets our general principles in relation to Data Protection and the General Data Protection Regulations. You should also abide all Trust policies relating to the use of data including but not limited to:

- Acceptable Use Policy
- Records Retention Policy
- Personal Data Breach Procedure
- Employee Code of Conduct
- E-safety Policy
- Social Media Policy
- Use of Personal Devices Policy

Our Privacy Notice for Employees explains how we use your personal data.

You should note that a duty of confidentiality applies to all personal data seen prior to the first day of employment (for example, pupil lists for the purposes of lesson planning or other activities to support teaching and learning). This reflects the custom and practice of those contracts of employment starting on the first day of term while recognising the need to be aware of and plan to support pupil needs.

The conditions of employment of teachers in the School Teachers' Pay and Conditions of Service Document apply to this post. Teachers must abide by the Teachers' Standards throughout their career. Teachers (and staff appointed under Teaching Staff Terms and Conditions) must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## Person Specification:

CRITERIA	ESSENTIAL	DESIRABLE
Professional Qualifications and Learning	<ul style="list-style-type: none"> <li>• Good degree or relevant vocational qualification pertaining to the subject to be taught</li> <li>• Qualified Teacher Status (QTS)</li> </ul>	<ul style="list-style-type: none"> <li>• Further professional level qualifications (e.g. master's qualifications)</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Evidence of recent relevant professional training</li> <li>• Experience of Teaching English/PSHE to Key Stage 3 &amp; 4.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to teach English/PSHE to Key Stage 3 &amp; 4.</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Determination and energy to bring about continuous improvement in the operation of the school and the performance of its students. A commitment to placing the learner at the centre of your practice and a willingness to develop teaching and learning strategies that enable this.</li> <li>• Willingness to work as part of a team in developing teaching and learning strategies.</li> <li>• Ability to make effective presentations to both large and small groups.</li> <li>• Ability to encourage and motivate students.</li> <li>• Ability to build and maintain effective relationships with parents, carers, partners and the community, that enhance the education of all pupils.</li> <li>• An understanding of current developments in English/PSHE education.</li> <li>• Experience of examinations board requirements and regulations.</li> <li>• Proficient user of Microsoft Office</li> <li>• Experience working with school MIS</li> <li>• Ability and commitment to contribute to the provision of extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• The desire for further career progression.</li> <li>• Experience working with Arbor MIS</li> <li>• Ability to solve problems and find creative solutions.</li> <li>• Calm under pressure with a flexible and adaptive approach to work.</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• Displays understanding &amp; commitment to the protection and safeguarding of children and young people.</li> <li>• A highly professional approach to their work.</li> <li>• Reliable and trustworthy.</li> <li>• Embodies the Trust's vision and values.</li> <li>• Awareness to and commitment to equality</li> <li>• Demonstrates a 'can do' attitude</li> </ul>	<ul style="list-style-type: none"> <li>• Committed to personal and professional development.</li> <li>• Able to manage time effectively.</li> <li>• A belief in the ability of children and young people to achieve and overcome obstacles to their learning.</li> </ul>

Dartmoor Multi Academy Trust is an equal opportunity employer.

All schools in The Dartmoor Multi Academy Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

You will have undertaken an Enhanced Disclosure via the Disclosure Barring Service (DBS).

Signed.....

Dated.....