

Teacher

Salary Grade: UKAT Teachers

Purpose and Vision

The Teacher provides high-quality teaching and learning that enables every student to learn, achieve and thrive.

Working within the Academy's agreed curriculum and Trust expectations, the postholder will plan and deliver effective learning, assess and monitor student progress, establish positive learning environments and contribute to students' academic progress, personal development, wellbeing and wider experience.

The postholder will work collaboratively with colleagues, students, parents/carers and other relevant stakeholders, exercising appropriate professional judgement and taking responsibility for the quality and impact of their own teaching.

High expectations → effective teaching → responsive assessment → positive relationships → stronger student learning, achievement and wellbeing.

Teaching and learning

- Plan, prepare and deliver well-structured, engaging and appropriately challenging lessons and learning activities.
- Adapt teaching, resources and approaches to meet students' different needs, abilities, prior attainment and barriers to learning.
- Establish positive, respectful and inclusive learning environments in which students can participate, learn and achieve.
- Set and maintain clear expectations for behaviour, effort, attendance and achievement in accordance with Academy expectations.
- Use appropriate teaching approaches and digital technologies to support learning, engagement and accessibility.
- Provide appropriate independent learning, homework or other learning activities in accordance with Academy and subject expectations.

Assessment, Feedback and Progress

- Assess students' learning using appropriate formative and summative assessment approaches.
- Use assessment information to identify strengths, gaps, barriers to learning and priorities for further teaching.
- Provide timely, accurate and constructive feedback that helps students understand how to improve.
- Maintain accurate records of assessment, progress and attainment in accordance with Academy requirements.
- Contribute to reporting on students' progress, attainment, development and areas for improvement.
- Use relevant evidence and professional judgement to adapt teaching and support positive student outcomes.

Student support, Wellbeing and Inclusion

- Promote the academic progress, personal development, wellbeing and positive experience of students.
- Provide appropriate guidance and support within the scope of the role and refer matters requiring specialist intervention through the appropriate Academy systems.
- Promote equality, inclusion, respect and positive relationships.
- Recognise and respond appropriately to barriers to learning and individual student needs.
- Contribute to pastoral, mentoring and other student-support arrangements where allocated.
- Maintain appropriate professional boundaries and promote students' safety and wellbeing.

Behaviour, Attendance and Relationships

- Establish positive professional relationships with students based on respect, consistency and high expectations.
- Apply the Academy's behaviour expectations fairly, consistently and in accordance with agreed procedures.
- Support good attendance, punctuality, engagement and readiness to learn.
- Identify and appropriately report concerns relating to behaviour, attendance, welfare or student wellbeing.
- Work constructively with colleagues and parents/carers to address issues affecting students' learning or progress.
- Contribute to a positive culture in which students feel safe, supported and able to achieve.

Curriculum and Professional Practice

- Maintain secure and current knowledge of the subjects and curriculum areas taught and the relevant pedagogy.
- Contribute to curriculum planning, development and evaluation within agreed Academy and subject arrangements.
- Ensure teaching and assessment reflect relevant curriculum, qualification and examination requirements.
- Keep up to date with changes relevant to the subjects and courses taught.
- Reflect on teaching practice and use feedback, coaching and professional development to improve effectiveness.
- Participate constructively in appraisal, professional development, training and other activities that support continuous improvement.

Communication and Collaboration

- Communicate professionally and effectively with students, colleagues, parents/carers and other relevant stakeholders.
- Provide timely and appropriate information about students' learning, progress, attainment, behaviour and wellbeing.
- Work collaboratively with colleagues to support student learning, curriculum delivery and Academy priorities.
- Contribute constructively to relevant meetings, discussions and Academy activities.
- Work appropriately with external professionals or organisations where this is required to support students.
- Recognise and value the contribution of colleagues, parents/carers and other professionals to student development and achievement.

Academy and Trust Contribution

- Implement Trust and Academy policies, procedures and agreed approaches relevant to the role.
- Maintain appropriate standards of professional conduct, confidentiality, information handling, health and safety and compliance.
- Contribute to Academy improvement priorities and the wider life of the Academy.
- Participate in relevant Academy events, activities, supervision, registration, examination and other reasonable duties as required.
- Provide cover in accordance with Academy arrangements and applicable terms and conditions.
- Undertake administrative and organisational duties reasonably required to discharge the professional responsibilities of the role.
- Work collaboratively with colleagues and contribute positively to the wider Academy community.
- Undertake other reasonable duties consistent with the nature and level of the role.

Safeguarding Responsibilities

- All staff have a responsibility for safeguarding and promoting the welfare of children and young people. The postholder is expected to understand and fulfil their safeguarding responsibilities in accordance with Keeping Children Safe in Education (KCSIE), Trust safeguarding policies and procedures, and relevant training and guidance.

Role-specific safeguarding responsibilities

- Maintain a child-centred approach and act in the best interests of students.
- Remain alert to signs that a student may require help, protection or additional support.
- Report safeguarding concerns promptly through the Academy's established procedures.
- Maintain appropriate professional boundaries and confidentiality.
- Contribute to a safe, inclusive and supportive learning environment.
- Complete required safeguarding training and maintain current knowledge of relevant responsibilities and procedures.

What Good Looks Like

- Lessons are purposeful, well planned and appropriately challenging.

- Teaching is adapted effectively to meet students' needs and support progress.
- Students understand expectations and experience a safe, respectful and inclusive learning environment.
- Behaviour, attendance and engagement are managed consistently and appropriately.
- Assessment is accurate, purposeful and used to inform teaching.
- Students receive feedback that helps them understand their progress and next steps.
- Records, planning and other required professional tasks are accurate, organised and completed within agreed timescales.
- Communication with students, colleagues and parents/carers is professional, timely and constructive.
- The postholder works collaboratively while taking appropriate responsibility for their own practice.
- Feedback, coaching and professional development are used to improve teaching and professional effectiveness.
- Safeguarding, wellbeing, equality and inclusion are consistently reflected in professional practice.
- Concerns are recognised and acted upon promptly through the appropriate procedures.
- The postholder contributes positively to Academy priorities and the wider Academy community.
- Students experience effective teaching, positive relationships and appropriate support that enable them to learn, achieve and thrive.

Teacher – Person specification

Assessment method – Application (A), Interview (I), Practical assessment (P)

Attribute	Essential	Desirable	Assessment
Qualifications	- Recognised teaching qualification with Qualified Teacher Status (QTS) or equivalent. - Degree or other appropriate qualification relevant to the subject/phase taught. - Evidence of relevant continuing professional development and commitment to ongoing professional learning.	Additional qualification relevant to education, the subject/phase, SEND or pastoral support.	A
Experience	- Experience of planning and delivering effective teaching appropriate to the subject/phase. - Experience of assessing students' learning and using assessment information to inform teaching and support progress. - Experience of establishing positive relationships and maintaining an effective learning environment. - Experience of adapting teaching to meet different learning needs, abilities and starting points. - Experience of working collaboratively with colleagues to support student learning, achievement and wellbeing. - Experience of using digital technology appropriately to support teaching, learning or professional activity.	- Experience of contributing to wider Academy/school activities, pastoral provision or student mentoring. - Experience of working with students facing additional barriers to learning or requiring additional support. - Experience of examination preparation, assessment or qualification requirements relevant to the subject taught.	A & I
Skills	- Ability to plan and deliver effective, inclusive and appropriately challenging learning. - Ability to use assessment and other relevant evidence to identify learning needs and support student progress. - Ability to establish positive relationships and manage behaviour consistently, fairly and effectively. - Ability to communicate clearly and professionally with students, colleagues and parents/carers. - Ability to organise workload, maintain accurate records and meet agreed deadlines. - Ability to use relevant digital systems and technology effectively. - Ability to reflect on practice, respond constructively to feedback and identify areas for development. - Ability to work independently while contributing effectively to a team. - Ability to adapt to changing priorities while maintaining effective professional practice		A & I & P
Knowledge	- Secure knowledge of the subject/curriculum area and relevant pedagogy. - Understanding of effective teaching, learning and assessment approaches. - Understanding of approaches to supporting positive behaviour and inclusive learning. - Understanding of safeguarding responsibilities and appropriate professional boundaries. - Understanding of how assessment information can be used to identify needs and support progress. - Awareness of equality, inclusion and approaches to removing barriers to learning. - Knowledge of relevant examination, qualification and assessment requirements, where applicable to the subject/phase.	- Knowledge of current or emerging developments relevant to education, the subject or phase. - Knowledge of approaches to supporting students with SEND or additional needs.	A & I