

# SUBJECT TEACHER – SECONDARY PHASE

## JOB DESCRIPTION & PERSON SPECIFICATION

<b>Job description:</b>	Teacher	<b>Location:</b>	St John's CE Academy
<b>Responsible to:</b>	Head of Department or Head of Faculty	<b>Hours per week:</b>	Full-time
<b>Job Type:</b>	Permanent	<b>Working weeks:</b>	N/A
<b>Grade:</b>	MPS/UPS £32,916 to £51,048	<b>Reports:</b>	N/A

We are seeking to make several appointments across a range of teaching roles to fulfil the curriculum requirements of our growing school from September 2026.

This job description should be read alongside the **SJO Way document** and the **Person Specification** to ensure a full understanding of the nature of the role.

The duties outlined below will be carried out under the reasonable direction of the Executive Headteacher, Head of Academy, or another Senior Leader as appropriate. Every effort will be made to ensure a manageable workload and adequate support to fulfil the responsibilities of this role.

This job description will be reviewed annually, with any changes made in consultation with the post holder. Any disputes will be addressed through the Academy's Grievance Procedure and other relevant policies, such as the **Stress at Work Policy** and **Dignity at Work Policy**.

### **DUTIES AND RESPONSIBILITIES**

All staff are expected to actively contribute to and support the strategic themes of our 2-16 all-through Church of England Academy, as outlined in the SJO Way. The specific roles and responsibilities of a teacher are detailed below and are aligned with the national Teachers' Standards.

#### **Christian Vision and Ethos:**

- Contribute to the wider life and ethos of the school.
- Uphold the school's ethos, policies, and professional standards.

#### **Leadership and Management:**

- No specific responsibilities within the leadership and management framework.

#### **Priority groups:**

- Know pupils well and understand the needs of those you teach or tutor, including disadvantaged pupils, learners with SEND or EAL, vulnerable pupils, and those requiring further stretch or challenge.
- Plan and deliver lessons so learning is accessible for all, with high standards for every pupil.
- Anticipate barriers to learning and adapt teaching quickly and precisely to remove them.
- Teach and reinforce consistent routines to maintain a safe, calm, and predictable learning environment.
- Use a range of assessment methods to close gaps early, securing strong progress and outcomes for all pupil groups.

#### **Curriculum:**

- Establish strong, consistent routines and a calm learning environment, underpinned by inclusive, well-sequenced planning. Lessons are organised and resourced so learning begins immediately, cognitive load is reduced, prerequisite knowledge is checked, and misconceptions are anticipated.

- Teach through explicit instruction and high-quality modelling, moving from guided support to independent success. Explanations are clear and broken into manageable steps, with deliberate attention to disciplinary literacy, vocabulary and oracy. Motivation is built through purposeful challenge, curiosity and celebration of effort and progress, rooted in a respectful and values-driven ethos.
- Use frequent formative assessment, questioning and checks for understanding to spot errors early and diagnose misconceptions. Respond immediately through re-teaching, re-modelling and targeted support, then re-check so pupils are secure before moving forward.
- Independent practice, retrieval and deliberate rehearsal ensures knowledge becomes secure and fluent. Scaffolds are gradually removed over time, ensuring pupils build confidence, accuracy and the ability to apply learning across contexts.
- Use summative assessment and feedback to strengthen outcomes, close gaps and embed improvement. Improvement time is built into lessons, re-teaching is timely and purposeful, and pupils are supported to take actionable next steps.
- Deepen thinking through challenge for all, justification and higher-order questioning once core understanding is secure. Stretch is planned so pupils explain, connect, compare and refine ideas, with technology used purposefully to enhance learning.
- Help pupils use learning beyond the classroom by connecting knowledge to real-world contexts, careers and future pathways. Pupils are supported to solve problems and consider ethical dimensions.

#### **Connection:**

- Build strong professional relationships and contribute to a warm, welcoming staff culture where connection is an everyday practice.
- Support positive cross-phase relationships with both pupils and colleagues, ensuring a coherent all-through experience.
- Contribute to whole-school celebrations, and a shared culture of recognition, achievement and belonging.

#### **Communication:**

- Communicate effectively and professionally with parents, colleagues, and pupils to strengthen learning, progress, and wellbeing.
- Build positive home-school relationships through clear, timely and supportive communication, ensuring families feel informed and valued.

#### **Care:**

- Establish a safe, respectful and inclusive classroom environment, underpinned by strong safeguarding practices and high expectations for all.
- Maintain strong behaviour management through clear routines, correction and positive reinforcement.
- Apply the school's behaviour and consequence framework consistently, alongside rewards and recognition systems that reinforce positive conduct and culture.
- Fulfil the responsibilities of a Year 7 or 8 Tutor Group, supporting pupil wellbeing, behaviour, attendance, punctuality and readiness to learn.

#### **Character:**

- Support enrichment and wider opportunities beyond the curriculum that strengthen belonging, leadership and community.

#### **Compliance:**

- Ensure full compliance with statutory frameworks, school policies, professional duties and trust expectations.
- Uphold fundamental British values, ensuring personal beliefs are expressed appropriately and professionally in line with the Teachers' Standards.

*To apply, please complete the application on MyNewTerm in full, including a supporting statement within the form, outlining how your experience to date has prepared you for this role and what attracts you to the position at St John's CE Academy. Please refer carefully to the job description, person specification, and The SJO Way document when completing your application.*

*Cambrian Learning Trust is committed to safeguarding and promoting the welfare of all children and preventing extremism. We expect all staff and volunteers to share in this commitment. All post holders in regulated activity are subject to appropriate vetting procedures and a satisfactory "Disclosure and Barring Service (DBS) Enhanced Check. Shortlisted candidates will be subject to online searches for publicly available information. Cambrian Learning Trust is an equal opportunities employer and we welcome applications from a range of backgrounds to represent diversity in line with our schools' communities.*

# TEACHER – SECONDARY PHASE

## PERSON SPECIFICATION & CRITERIA

We are seeking to appoint an enthusiastic and dedicated teacher who is:

- **Eager to shape the development of a new Academy:** Embraces the opportunity to help build a new all-through school, contributing to its vision, culture, and long-term success while aspiring to make a meaningful impact on students, their families, and the wider community.
- **Committed to high standards:** Strives to create a focused, disruption-free learning environment where all students can succeed, setting and maintaining high expectations for behaviour and achievement while aspiring to uphold the highest professional standards in conduct, work ethic, and ongoing development.
- **Passionate about their subject:** Demonstrates enthusiasm for their subject and teaching, inspiring students with engaging lessons while continuously developing their expertise.
- **Collaborative and values-driven:** Builds strong professional relationships, engages positively with colleagues, and contributes to a culture of shared purpose, rooted in respect, courage, and kindness.
- **Dedicated to professional growth:** Seeks opportunities to enhance their teaching practice, engaging with high-quality training, research-informed strategies, and constructive feedback to develop their skills.
- **Committed to student welfare:** Ensures all students receive the highest standards of care and support, with a focus on meeting the needs of vulnerable learners and promoting their emotional, social, and academic development.
- **Supportive of our Christian ethos:** As a Church of England Academy, we are inclusive and welcome staff and students of all faiths and none. We seek a candidate who will uphold and contribute to our values and ethos.

Criteria	Essential (E)	Desirable (D)	Assessed (A, I, R)
<b>Education/Qualifications and Professional Development</b>			
Qualified teacher.	E		A
Good honours degree or equivalent qualification.	E		A
Recent and relevant experience in a Secondary setting	E		A
NPQ or further professional development in teaching and learning		D	A
<b>Vision and Values</b>			
Contributes to the wider life and ethos of the school	E		A, I
Upholds the school's ethos, policies, and professional standards	E		A, I, R
<b>Priority Groups</b>			
Knows how to identify and adapt teaching to meet diverse pupil needs, including SEND, PP, EAL and higher ability.	E		A, I
Uses support staff effectively to enhance learning		D	A, I
<b>Curriculum</b>			
Plans high-quality lessons, ensuring pupil progress		D	A, I, R
Delivers high-quality lessons, ensuring pupil progress	E		A, I, R
Applies strong subject knowledge and research-informed practices to address misconceptions and promote engagement	E		A, I
Uses assessment and pupil data to inform teaching and learning		D	A, I
Promotes literacy, scholarship, and intellectual curiosity		D	A, I
Uses effective lesson time, homework, and curriculum design to enhance learning	E		A, I
Reflects on and adapts teaching strategies, including the use of technology, to improve outcomes		D	A, I
<b>Community</b>			
Builds strong professional relationships and contributes to a collaborative staff culture	E		A, I, R
Supports enrichment activities beyond the curriculum to develop a sense of community	E		A, I
<b>Communication</b>			
Communicates effectively with parents, colleagues, and students to support learning, progress, and well-being		D	A, I
<b>Care</b>			
Establishes a safe and respectful learning environment that supports pupils' well-being and safeguarding needs	E		A, I
Promotes tolerance, respect, and high-quality pastoral care as a tutor	E		A, I
<b>Character Development</b>			
Sets high expectations for all pupils, promoting challenge, responsibility, and positive attitudes towards learning	E		A, I
Establishes and maintains effective behaviour management through clear expectations and consistent strategies		D	A, I, R
Fosters engagement and motivation by building positive relationships with pupils	E		A, I
<b>Compliance</b>			
Understands and adheres to statutory frameworks, professional duties, and responsibilities	E		A, I
Upholds fundamental British values and ensures professional conduct	E		A, I, R