

Simon Balle All-through School is an outstanding learning community and therefore teaching and learning is at the heart of all we do. Academic results are incredibly important. Our curriculum is relevant and fairly traditional, with a great emphasis upon the core subjects, humanities and languages, sitting alongside a promotion and love of the arts and creativity. Wider curriculum opportunities are equally important and this includes our vision for all students to explore and be curious about the world around them.

Job Title	Teacher
Accountable to	Head of Department/Phase Leader
Responsible for	Raising achievement of the students in their classes
<p>All teachers at Simon Balle All-through School are responsible, under the reasonable direction of the Headteacher, for carrying out the professional duties of a school teacher as set out in the current School Teachers' Pay & Conditions Document (STPCD).</p> <p>They are also required to comply with Health and Safety at Work Legislation.</p>	
Hours of Work: (Full Time Equivalent – FTE)	
The statutory arrangements for working time are set out in the STPCD for classroom teachers (other than staff paid on the leadership pay scale).	

POST RESPONSIBILITIES
<p>Teachers at Simon Balle All-through School will understand that they are crucial to the academic, personal and social success of the students in their care, both as individuals and as a teaching group. They must actively seek to model and promote not only the school's ambitious vision for each child but also the values the school is based on. They are expected to play a full part in the life of the School community, to support its distinctive vision and School values and to lead staff and students in doing the same. There is no place in Simon Balle for any student to fail or for any member of the community to pre-judge a students' success.</p>
CULTURE AND ETHOS
<p>SCHOOL CULTURE</p> <ol style="list-style-type: none"> 1. To play a full part in the life of the all-through School community, to support its distinctive vision and values. 2. To actively support and implement the School's policies and aspirations. 3. To adhere to the staff professional code of conduct and promote a culture of positive and respectful relationships across the school community, ensuring a safe, orderly and inclusive environment. 4. To uphold ambitious educational standards that prepare students from all backgrounds for the next phase of education and life – to create tomorrow's citizens today. 5. To be a positive, professional role model, who builds effective relationships which show tolerance, dignity and respect for others. <p>BEHAVIOUR</p>

1. To establish and sustain high expectations for all students in their classes, ensuring conformity to school rules and routines by all students.
2. To be proactive in taking steps to develop a deep understanding of each young person in their teaching groups, and be their personal champion.
3. To ensure high standards of student behavior and courteous conduct in accordance with the School's behaviour for learning policy so that effective learning can take place in classrooms.
4. To implement consistent, fair and respectful approaches to managing behaviour through the use of praise, rewards and sanctions.

PROFESSIONAL DEVELOPMENT

1. To engage in high quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, department/phase and individual needs.
2. To commit to continuous professional growth in order to improve your teaching by keeping up-to-date with both subject knowledge and research informed pedagogical approaches that have the most impact on student achievement.
3. To engage in the performance appraisal policy and ensure you operate in line with your career stage expectations.

CURRICULUM AND TEACHING

TEACHING

1. To demonstrate high standards of teaching which impact on the learning, progress & achievement of students in your classes
2. To ensure every student is challenged in their learning and are given the opportunity and support to make progress and achieve their best.
3. To ensure teaching is underpinned by high levels of subject expertise and approaches, crafting lessons which develop both skills and knowledge, creating independent learners.
4. To plan lessons that engage and motivate students.
5. To make effective use of formative assessment to check student's learning, ensuring effective strategies are implemented to address misconceptions.
6. To take responsibility for establishing a safe and stimulating learning environment.

CURRICULUM AND ASSESSMENT

1. To deliver an inclusive and challenging curriculum which inspires curiosity and builds subject mastery, including a focus on reading, writing, numeracy and oracy.
2. To deliver and assess the curriculum as outlined on the curriculum maps.
3. To mark and assess students' work, ensuring that feedback is diagnostic and indicates the next steps required to make progress.
4. To monitor the progress of the students that you teach, particularly the vulnerable groups such as PP, PP+ and BAME, and be accountable for their progress and achievements.
5. To input accurate assessment data, including reporting to parents, ensuring consistency with School policy and legislation.

ADDITIONAL AND SPECIAL EDUCATIONAL NEEDS

1. To hold ambitious expectations for all students with additional and special educational needs and

disabilities.

2. To establish and sustain culture and practices that enable all students to access the curriculum and learn effectively.
3. To work proactively with Learning Support Assistants to ensure they are deployed to have maximum impact on learning.
4. To fulfil the statutory duties with regard to the SEND code of practice.

ORGANISATIONAL EFFECTIVENESS

ORGANISATIONAL MANAGEMENT

1. To set work for absent students as requested and for your teaching groups when absent yourself.
2. To maintain excellent lines of communication with the Head of Department/Phase Leader, keeping records as required
3. To attend all meetings and parents' evenings as outlined on the calendar.
4. To proactively carry out duties in line with the published rota, attend assemblies and other student activities as requested.
5. To participate in the provision of enrichment activities which extend and stimulate further learning opportunities beyond the taught curriculum.

SCHOOL IMPROVEMENT

1. To identify and analyse problems and barriers which impact on a student's ability to meet expectations as a SBAS student and implement appropriate interventions.
2. To monitor attendance and the behaviour of their classes, raising concerns with school leaders, parents and staff responsible for monitoring attendance and behaviour.

This post is classed as having a high degree of contact with children and is exempt from the Rehabilitation of Offenders Act 1974. An enhanced disclosure will be sought through the Disclosure and Barring Service as part of the school's pre-employment checks.

The job description sets out the duties of the post at the time it is drawn up, it will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. The Headteacher may vary the duties from time to time without changing their general character or the level of responsibility entailed.

Simon Balle is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. We are also committed to the equality of opportunity for all.

Applicants for this post must be willing to undergo child protection screening, including reference checks with previous employers and the Disclosure and Barring Service.

Simon Balle All through School is committed to a policy of openness and equality of opportunity in the employment of staff. We will not condone discrimination on the grounds of basis of age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership .It is our central responsibility to ensure that every individual that we come into contact with is treated with dignity and respect.