



Astrea Academy Trust

LEARN, THRIVE, SUCCEED

Role Profile

Teacher of English

Cottenham Village
College

ROLE SPECIFICATION

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| Academy / Department | Cottenham Village College |
| Post title | Teacher of English |
| Responsible to | Principal |
| Full time Salary | £33,235 - £52,064 FTE |
| Pro-Rata Actual Salary | £19,941 – £31,238 |
| Working Pattern | Part time, Permanent Contract |
| Working Hours | 19.5hrs per week / 3 days |
| Line Management Responsibility | No |

ROLE SUMMARY

The Teacher of English will ensure the highest standards of learning, development and achievement for their scholars and will take responsibility for the education and welfare of all scholars. The Teacher of English has particular responsibility for the education of scholars for whom they are timetabled to teach. Within this, they are responsible for the planning, preparation and assessment of work for all scholars, including those who are absent, suspended or in isolation

Set high expectations which inspire, motivate and challenge all scholars

- ★* Establish a safe and stimulating environment for scholars, rooted in mutual respect
- ★* Set goals that stretch and challenge scholars of all backgrounds, abilities and dispositions
- ★* Demonstrate consistently the positive attitudes, values and behaviour which are expected of all scholars
- ★* This role will involve a high level of subject curriculum planning, to ensure the national curriculum entitlement for all scholars is applied

Promote good progress and outcomes by all scholars

- ★* Promote high standards of attainment, progress and outcomes for all scholars
- ★* Plan differentiated teaching to build on scholars' capabilities and prior knowledge
- ★* Guide scholars to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary
- ★* Demonstrate knowledge and understanding of how scholars learn and how this impacts on teaching
- ★* Encourage scholars to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- ★* Have a secure knowledge of the relevant subject and curriculum area, foster and maintain scholars' interests in these subjects and address misunderstandings and misconceptions
- ★* Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy and oracy including the correct use of standard

English

- ★* Plan lessons (in line with minimum expectations) and teach well-structured lessons
- ★* Impart knowledge and develop understanding through effective use of lesson time
- ★* Promote a love of learning and children's intellectual curiosity
- ★* Set and assess homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding scholars have acquired
- ★* Reflect systematically on the effectiveness of lessons and approaches to teaching
- ★* Contribute to the design and provision of an engaging curriculum

Adapt teaching to respond to the strengths and needs of all scholars

- ★* Know when and how to differentiate appropriately, using approaches which enable scholars to learn more effectively
- ★* Have a secure understanding of how a range of factors can inhibit scholars' ability to learn, and implement strategies to overcome these
- ★* Demonstrate an awareness of the physical, social and intellectual development of scholar, and know how to adapt teaching and learning to support scholars' education at different stages of development
- ★* Have a clear understanding of the needs of all scholars, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- ★* Plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of scholars

Make accurate and productive use of assessment

- ★* Make accurate and productive use of assessment in line with the expectations of the academy
- ★* Make effective use of a range of assessment for learning techniques to measure progress in lessons
- ★* Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- ★* Make use of formative and summative assessment to secure scholars' progress
- ★* Use relevant data to monitor progress, set targets and plan subsequent lessons
- ★* Give scholars regular feedback, both orally and through accurate marking, and encourage scholars to respond to the feedback

Manage behaviour effectively to ensure a good and safe learning environment

- ★* Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in both in classrooms and around the academy, in accordance with the academy's behaviour policy
- ★* Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- ★* Manage classes effectively, using approaches which are appropriate to

- scholars needs in order to involve and motivate them
- ★ Maintain good relationships with scholars, exercise appropriate authority and act decisively when necessary

PERSON SPECIFICATION

| | Essential | Desirable |
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| Education and Training | | |
| Qualified Teacher Status | • | |
| Degree or equivalent qualification in a relevant subject, or a very closely related subject area | • | |
| A commitment to continuous improvement | | • |
| Evidence of relevant professional development | • | |
| Experience | | |
| Evidence of successful teaching at KS3 & KS4 | • | |
| A thorough understanding of assessment | • | |
| Ability to successfully manage behaviour in the classroom | • | |
| Successful English teaching or teaching practice experience | • | |
| Ability to ensure pupils learn and strategies to ensure pupils retain knowledge | • | |
| Knowledge | | |
| Able to demonstrate a knowledge of innovative approaches to the teaching of English | • | |
| Excellent knowledge and understanding of developments of teaching and learning | • | |
| Knowledge of pedagogical strategies to ensure pupils can maximise retention in long term memory | • | |
| Must be determined to raise achievement | • | |
| Able to demonstrate a thorough knowledge of the English curriculum | • | |
| Willingness to undertake professional development in the specialist subjected and other related areas | • | |
| Professional Skills | | |
| Can articulate the relevant subject-specific knowledge that pupils should leave school within order to join the 'community of educated citizens' | • | |
| Excited about contributing to whole-school curriculum discussion on how knowledge in other subjects can support success in computer science, and vice versa | • | |
| High level personal IT skills and the ability to use these effectively in a range of situations | • | |
| Ability to work under pressure and to deadlines | • | |
| High expectation of self and others | • | |
| Strong classroom management skills | • | |

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| An understanding and commitment to the protection and safeguarding of children and young people | • | |
| Shares an interest in educational research and educational literature | • | |
| Willingness to assist in the development of extra-curricular activities | • | |
| Personal Qualities | | |
| Able to demonstrate a thorough knowledge of the English curriculum | • | |
| Energy, imagination, loyalty and personal commitment | • | |
| Commitment to self-development and continual improvement | • | |
| Strong relationship building skills with the ability to work as part of a team understanding Trust roles and responsibilities and own position within these | • | |
| Commitment to Diversity, Equity and Inclusion | • | |
| High levels of resilience and emotional maturity | • | |
| Can-do attitude and solution focused approach with an ability to manage expectations | • | |
| High level of integrity with an ability to self-evaluate and reflect | • | |

The above list is not exhaustive.

GENERAL RESPONSIBILITIES

- ★* Contribute to the overall aims of the Trust and Academy Improvement Plans.
- ★* Commitment to continual learning and development of skills.
- ★* Behave in a manner that is professional, friendly and fair demonstrating and role modelling politeness and respectfulness.
- ★* Demonstrate an excellent record of attendance and punctuality.
- ★* Be aware of and comply with Trust policies and procedures including but not exhaustive of:
 - Acceptable Use of IT Policy
 - Code of Conduct
 - Keeping Children Safe in Education (KCSIE 2024)
 - Child Protection and Safeguarding Policy
- ★* Work cooperatively as part of the Trust wide staff team.
- ★* This role profile is not exhaustive and undertaking other duties may be required.

THIRD PARTY CHECK

Is this role subject to the following checks?

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| Disclosure Barring Service Enhanced Check (DBS) | Yes |
| Section 128 (S128) check | No |

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| Is this role a Senior Leadership Role with management responsibility for the academy? | |
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APPLICATION PROCESS

Due to the Education sector requirements and that we must comply with Keeping Children Safe in Education (KCSIE) an application form must be completed. We are unable to accept a CV as form of application. We recognise that our application forms are comprehensive. If you have any difficulties completing, please do contact recruitment@astreaacademytrust.org