

# Job Description



Academy	The King's CofE Academy
Position	Classroom Teacher
Salary	TST Main Pay Scale 1-6, STPCD
Contract	Full Time, Permanent
Responsible to	Curriculum Development Leader

All staff have a pivotal role to play in every student's spiritual, moral, social and cultural development. Through our mission to ensure that every student experience's life in all its fullness, we ensure that we support each student through the promotion of our Christian values. This mission and our values underpin the work of every member of staff in all of our academies.

The duties outlined in this job description will be reviewed with the post holder on an annual basis in line with the academy's performance management procedures. It may be modified by the Principal with the agreement of the post holder, to reflect or anticipate changes in the job commensurate with the salary and job title.

**The core business of a teacher is the core business of the school – to improve the quality of their teaching and learning so that, over time, it is increasingly good and outstanding for all students.**

**Further to this, a teacher also has a responsibility to engage in continuous professional development; supporting themselves and each other to develop their knowledge of subject content and pedagogy to enable all students to make outstanding steps of progress.**

## Objectives

- to be committed to the mission statement and the aims of a serving Christian Academy;
- to be responsible to their line manager, the Principal and Senior Leadership Team of the school for ensuring the general good order and discipline of the school, and in the implementation of all policies;
- to have a clear understanding of the vision, aims, and ethos of the school, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as inter-related;
- to be responsible for the learning and achievement of all students in the class/es ensuring equality of opportunity for all;
- to be responsible and accountable for achieving the highest possible standards in work and conduct;
- to treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- to work proactively and effectively in collaboration and partnership with learners, parents/carers, governors and other relevant parties in the best interests of each student;
- to act within the statutory frameworks which set out professional duties and responsibilities and in line with the duties outlined in the current *School Teachers' Pay and Conditions Document and Teacher Standards*
- to make a positive and pro-active contribution to Continuing Professional Development by building upon the standards achieved in the award for QTS;
- to take responsibility for promoting and safeguarding the welfare of children and young people within the school and
- to undertake any other reasonable duty delegated by the Principal.

## Specific responsibilities for all teachers

### Teaching and Learning

- manage student learning through effective teaching in accordance with the academy's T&L model;
- teaching with due regard to current Health and Safety legislation;

- to contribute to the development of schemes of work so they are up to date and ambitious for the students. In the case of KS3, ensure that the subject curriculum is at least as ambitious as the National Curriculum offer. In the case of KS4 and KS5 ensure that the curricula matches the requirements of the chosen external examination bodies for certification purposes;
- to use and apply clear, effective and research informed (where appropriate) content pedagogy, especially where the content relates to key skills and knowledge;
- teaching the full range of KS3, KS4 and KS5 classes according to their educational needs, the students assigned to them, including the setting and marking of work to be carried out by the student in the school and elsewhere;
- promoting the general progress and well-being of individual students and of any class or group of students assigned to them;
- advising and co-operating with the Principal and other teachers, as well as other adults providing in-class partnership teaching, on the preparation and development of courses of study, teaching materials, teaching programmes, schemes of learning, methods of teaching and assessment and pastoral arrangements;
- participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements. Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials;
- to support the embedding of cross curricular initiatives within lesson planning and delivery:
  - Numeracy across the curriculum
  - Reading for pleasure
  - STEAM: Science, technology, engineering, art and mathematics
  - Literacy across the curriculum (including SPaG)
  - CEIAG: Careers education, information and guidance
  - RSHE: Relationships, sex and health education
  - Christian distinctiveness
- taking such part as may be required of them in the review, development and management of activities, relating to the curriculum, organisation and pastoral functions of the school and
- to develop and implement extra curriculum provision, both intervention and extra-curricular to raise students participation and engagement in all areas of the subject delivered.

### **Assessment, Tracking Student Progress & Reporting To Parents /Carers**

- to meet all assessment data deadlines;
- to identify under achieving students/ vulnerable student groups and develop strategies (through quality first teaching, in the first instance) to overcome this;
- participating in arrangements for preparing students for public examinations and in assessing students for the purpose of such examinations; and participating in arrangements for and supervision during such examinations;
- assessing, recording and reporting on the development, progress and attainment of students;
- providing or contributing to oral and written assessments, reports and references for individual students and groups of students;
- keeping records of the achievement and progress of students;
- keeping records of, and profiles on, the personal and social needs of students and
- to support Hub Leader/ Head of department with results analysis and the development of the department's/ hub's action plan.

### **Pastoral Support & Guidance**

- to consistently work to those systems and processes that are in place to safeguard students;
- to communicate and liaise with parent / carers regarding the progress of students;
- providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- to apply fairly and consistently, the behaviour policy for the school; where necessary, liaising with Heads of Year and / or the pastoral team;
- maintaining good order and discipline among students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised activities elsewhere;
- attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school sessions and
- to act as a form tutor to a designated group, supporting students in achieving the highest possible standards through setting and monitoring challenging targets.

### Professional Growth & Continuous Professional Development

- ensure adherence to the Teacher Standards;
- to engage in personal and collaborative CPD, making full use of:
  - CPD sessions
  - The T&L experts/ coaches
  - Online portals including National College and National Online Safety;
- regularly reviewing the impact of their methods of teaching and programmes of work;
- participating in arrangements for performance management including:
  - Adopting an open, honest and transparent approach to professional growth
  - Supporting and engaging with drop-ins/ observations
  - Driving initiatives for the third objective which align themselves with the school's SDP;
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for her/his supervision and training. This includes:
  - Attending calendared induction and follow-up sessions throughout the year
  - Fully engage with the school's ECF programme (ECTs only)
- Working towards meeting of Threshold Standards and/or evidence of meeting the criteria for UPS and TLRs;
- Ensure all 'Professional Growth' objectives, reviews, meetings and CPD sessions are logged and updated on SISRA Observe and
- Undertake any reasonable direction from the Principal.

### Operational Responsibilities

- To support and uphold academy policies.
- Promote and safeguard the welfare of children and young persons you come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with student needs as appropriate during the academy day.

Post holder signature	
Principal signature	
Date	

## Person Specification

Essential Criteria	Measured by
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Good classroom practitioner with evidence of setting appropriate expectations to promote learning and to engage and motivate students</li> <li>• Ability to use strategies that improve understanding of the subject</li> <li>• Ability to encourage and maintain a good standard of discipline in the classroom through well focused teaching, positive relationships and good classroom management</li> <li>• Ability to use appropriately a range of teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students</li> <li>• Ability to set clear and appropriate targets, feed back to students and make use of assessment information to promote each student's attainment and progress, and to plan future lessons</li> <li>• Ability to reflect on one's own practice</li> <li>• Ability to differentiate tasks appropriately</li> <li>• Ability to use research evidence to inform and improve teaching</li> </ul>	Application form / Interview
<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• QTS status</li> <li>• Qualification to the equivalent of degree level which has prepared the applicant to teach Maths</li> <li>• Hold an Honours Degree (minimum 2:2) in a maths related subject</li> </ul>	Application form / Interview
<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Secure knowledge and understanding of the all concepts and skills required to fully deliver the Maths curriculum at KS3 &amp; KS4.</li> <li>• Able to give positive and targeted support to students with special educational needs</li> <li>• Knowledge of how ICT can enrich learning in a classroom setting.</li> <li>• Ability to teach A Level or other Post 16 courses</li> </ul>	Application form / Interview
<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Determination to produce the highest quality learning experience for all students</li> <li>• A commitment to equal opportunities</li> <li>• Ability to establish productive working relationships and work well in a team</li> <li>• Ability to communicate effectively to staff, students and parents</li> <li>• Ability to meet deadlines</li> <li>• Able to empathise with young people but be firm, fair and consistent when dealing with them</li> <li>• Excellent attendance and punctuality Enthusiasm, drive and resilience</li> <li>• Sense of humour and perspective</li> <li>• Ambition</li> <li>• Personal presence</li> <li>• Ability and willingness to offer extra-curricular activities.</li> </ul>	Application form / Interview

*Note 1: In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:*

- *Motivation to work with children and young people.*
- *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
- *Emotional resilience in working with challenging behaviours and*
- *Attitudes to use of authority and maintaining discipline.*