



Teacher

Responsible to: Assistant Headteacher, Headteacher

Grade: Teacher Main Scale - Upper Pay Scale

PURPOSE OF POST:

To facilitate and encourage learning which enables pupils to achieve the highest possible standards: to share and support the corporate responsibility for the well-being, education and discipline of all pupils

DIMENSIONS: Accountable for:

Pupils: All pupils

Staff: None

Resources: All physical resources they use including classrooms, teaching materials and ICT equipment

PRINCIPAL ACCOUNTABILITIES:

Planning, Teaching and Class Management

1. To prepare and teach lessons of a high standard to all pupils in their classes so that pupils achieve the targets they are set.
2. With the guidance from the Head of Department, participate in all CPD activities that will improve personal performance in any aspect associated with classroom teaching and professional knowledge.
3. To take part in the school's Performance Management process and enter into a professional discussion with their line manager about their strengths as a teacher and any areas which are in need of improvement.
4. Address any areas of weaker performance, taking advice from their line manager and actively engaging in any actions that might be suggested.
5. Be willing at all times to have lessons observed in order for the school to be able to accurately assess the overall quality of teaching within the school which is vital to the whole school self-evaluation process.

Monitoring, Assessment, Recording, Reporting

1. To follow designated programmes of study, carry out all assessments and marking, recording, reporting and target setting in line with departmental and school policy.





Pastoral Duties

1. At all times ensure that pupils are subscribing to school policies in terms of behaviour, appearance, academic work and social interaction and follow the guidelines given in the staff handbook if any pupil is infringing these policies.

Other Professional Requirements

1. Work as a team member within the department, sharing ideas and resources and asking for guidance and help from fellow teachers when necessary.

Resource Management

1. To take a shared responsibility to ensure the accommodation in which teaching takes place is vibrant and conducive to learning
2. To ensure that all department resources used are kept in good order and any defects are quickly reported to the Head of Department

Knowledge and Skills

At all times, there must be demonstrable knowledge and understanding of:

- The principles and practices of excellent learning and teaching
- The specialist subject area
- The application of ICT to learning, teaching in the specialist subject
- The use of past and current pupil data in order to improve
- Statutory requirements and recent developments in terms of government initiatives and policy

Personal Qualities:

Self-Awareness

- Accurate self-assessment
- Self-confidence

Social Awareness

- Empathy
- Organisational awareness
- Service orientation

Self-Management

- Transparency
- Adaptability
- Achievement orientation
- Initiative
- Optimism

Relationship Management

- Developing others
- Change catalyst
- Influence
- Conflict management
- Team work and collaboration



Personal Contacts:

External: Contractors, suppliers, parent and relevant health professionals

Internal: Students, staff, Governors, parents and any other visitors to the school

Safeguarding Children

Context:

All staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

In order to promote and achieve the school vision and purpose the teacher should meet the core (C) standards as per the National Professional Standards for Teachers in England from September 2012.

Chiltern Learning Trust is committed to working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across Trust schools by agreement with the Chief Executive.

DBS

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended). Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by Chiltern Learning Trust. The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment' Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS).



PERSON SPECIFICATION

Teacher

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirability (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Teaching in the relevant subject area.	1,2		1,2
	Using data to inform target setting and planning.	1,2		
Skills/ Abilities	Ability to communicate with a variety of stakeholders (e.g. colleagues, parents, external agencies).	1,2	Ability to coach and mentor others.	1,2
	Ability to form and maintain appropriate relationships and person boundaries with children and young people.	1,2		
	Ability to use new technology to support both the curriculum and work organisation.	1,2		
	Ability to work as part of, and contribute to, a whole-school, multi-disciplinary team.	1,2		
	Ability to monitor and evaluate teaching and learning.	1,2		
	Ability to identify the necessary resources which ensure high quality teaching and learning.	1,2		
	Ability to assess the needs of individuals to inform lesson planning.	1,2,5		
	Ability to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.	5		



Attributes	Essential	How Measured	Desirable	How Measured
Equality Issues	Demonstrable commitment to inclusive teaching and learning.	2,5		
	Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	1,2		
Specialist Knowledge	Subject/KS curriculum knowledge	1,2,5		
Education and Training	Qualified Teacher Status	4	Evidence of meeting the threshold standards.	1,2
	Evidence of ongoing continuing professional development.	1.2	Sustained and substantial performance in the threshold standards.	1,2
Other Requirements	Demonstrate responsibility for promoting and safeguarding the welfare of children and young persons.	1,2		
	Willingness to work in both this school and our partner school if required.	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Trusts policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)
- (iiii) Code of Conduct

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- 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.

CVs will not be accepted for any posts based in schools.