

## Job Description: Teacher

<b>Responsible to:</b>	Faculty Lead
<b>Job Type:</b>	Permanent
<b>Grade:</b>	Main/Upper Pay Scale
<b>Hours per week:</b>	Full time
<b>Working weeks:</b>	52
<b>Location:</b>	Secondary Phase

### JOB DESCRIPTION

**Context:** This job description should be read in conjunction with the current School Teachers' Pay and Conditions Document and the provisions of that document will apply to the post holder.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Head of School; and the Head of School, or other Senior Manager if appropriate, will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This job description will be reviewed at least annually, and any changes will be subject to consultation. The Trust's Grievance Procedure will be used to resolve any dispute arising out of the job description. Other relevant policies may be the Stress at Work Policy and the Dignity at Work Policy.

**General Duties:** You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation, or any subsequent legislation.

### DUTIES AND RESPONSIBILITIES

#### **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.

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- 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:

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- 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.

## Working time

- See Part XII Conditions of Employment for teachers in current copy of School Teachers Pay and Conditions.

**General Responsibilities:** Take appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors and work colleagues in accordance with the requirements of legislation and locally adopted policies; including taking responsibility for raising concerns with an appropriate manager.

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## QUALIFICATIONS & EXPERIENCE

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)
Qualified teacher.	E	
Good honours degree or equivalent qualification.	E	
Recent and relevant experience in a Secondary setting	E	
NPQ or further professional development in teaching and learning		D
Contributes to the wider life and ethos of the school	E	
Upholds the school's ethos, policies, and professional standards	E	
Knows how to identify and adapt teaching to meet diverse pupil needs, including SEND, PP, EAL and higher ability.	E	
Uses support staff effectively to enhance learning		D
Plans high-quality lessons, ensuring pupil progress		D
Delivers high-quality lessons, ensuring pupil progress	E	
Applies strong subject knowledge and research-informed practices to address misconceptions and promote engagement	E	
Uses assessment and pupil data to inform teaching and learning		D

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Promotes literacy, scholarship, and intellectual curiosity		D
Uses effective lesson time, homework, and curriculum design to enhance learning	E	
Reflects on and adapts teaching strategies, including the use of technology, to improve outcomes		D
Builds strong professional relationships and contributes to a collaborative staff culture	E	
Supports enrichment activities beyond the curriculum to develop a sense of community	E	
Communicates effectively with parents, colleagues, and students to support learning, progress, and well-being		D
Establishes a safe and respectful learning environment that supports pupils' well-being and safeguarding needs	E	
Promotes tolerance, respect, and high-quality pastoral care as a tutor	E	
Sets high expectations for all pupils, promoting challenge, responsibility, and positive attitudes towards learning	E	
Establishes and maintains effective behaviour management through clear expectations and consistent strategies		D
Fosters engagement and motivation by building positive relationships with pupils	E	
Understands and adheres to statutory frameworks, professional duties, and responsibilities	E	
Upholds fundamental British values and ensures professional conduct	E	

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