

Job Profile**Part A: Job Description**

Job Title: **Teacher** (Generic)
Job Ref: T01

Grade/Salary Scale: TBD

Team: Achievement Team; Faculty / Subject Team
In addition all teachers act as Learning Coaches for a Home Group of students within an Achievement Team. See separate Learning Coach Job Description.

Accountabilities: Teaching Groups – Student Progress and achievement

Reports to: Subject Lead Teacher / Subject Leader
Achievement Manager / Achievement Director

Responsible for: Teaching groups as assigned
Team role responsibilities as assigned e.g. KS3 subject link

Link Governor: TBD

Team Performance Indicators: See Team Review and Development Targets / Plan

Professional Development Framework, Related Strand(s):

- Leadership Professional Development Strand
- Teaching for Learning Professional Development Strand
- Coaching for Learning Professional Development Strand
- Higher Level Teaching Assistant (TDA Professional Standards)
- Teaching Assistant (TDA National Occupational Standards)

(as applicable, to be attached to job description)

School Mission Statement:

All members of staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the Core Values at all times;
- Nurturing students' passions and interests and stimulating their intellectual curiosity;
- Continuously raising students' aspirations and self esteem;
- Intentionally developing Students' Leadership Award Skills;
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting student voice;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of pupils

Job Purpose:

To teach their subject discipline, inspiring students to have a passion for their subject and an understanding of its key ideas, concepts and skills.

To be explicit in modelling and developing models for learning and mental schema so that students can make connections, and apply their learning in a variety of contexts.

To continuously improve classroom practice and achieve excellent student outcomes.

Critical Responsibilities:

To carry out the following professional duties as circumstances may require and in accordance with the school's policies under the direction of the Principal, in particular:

- To ensure all students engage in learning and achieve, through careful planning of the structure, methodology and delivery of the learning experience;
- To use assessment data to plan next step learning and overcome individual barriers to learning
- To apply knowledge about learning and the modes of learning to plan and deliver aspects of the Key Stage 3/4/5 curriculum in addition to their subject area e.g. aspects delivered through the Instructional Learning medium;
- To ensure their students make good progress in the development of basic skills in numeracy, literacy and ICT and in the Leadership Award Skills and to provide intentional opportunities for their students to practice and develop these skills;
- To assess the progress of students in accordance with the school's/academy's assessment schedule and policy

Main Duties:

- Completing short and medium term planning for subject delivery and coverage in line with the subject department's policies, syllabi and statutory requirements
- Keeping regularly updated and accurate records of student progress
- Using student data to inform planning for learning, and in particular interventions for students who are underachieving in their lessons
- Attending team meetings and contributing to the development and success of the team's core objectives and performance targets
- To run a KS3 Enrichment Activity on at least once a week

Monitoring

- Academic progress of students in teaching groups
- Progress in Core Learning Skills development

Meeting Attendance:

- As directed according to Key Stage attachment

Key Performance Indicators:

Job Profile Part B: Person Specification

Teacher (Generic)

Qualifications:

- First degree in area relevant to subject teaching or evidence of relevant level of subject knowledge
 - Teaching Qualification
 - English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level)
 - ICT QTS accreditation test level or European Computer Driving License (ECDL)
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Experience & Knowledge:

- Successful experience working with children and young people in an educational setting
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Key Skills & Attributes:

Essential

- Positive disposition to implementing the Schools' educational vision

Generic

- Able to develop genuine, empathetic relationships with young people
- High personal standards in terms of attendance, punctuality and meeting deadlines
- High level of personal organisation skills
- Good communication skills, both written and spoken
- Solution focused disposition and a positive attitude particularly to challenge and change
- Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all students
- Positive disposition towards inclusion of all students including those with learning difficulties in mainstream learning and education
- Able to work as part of a broader inclusion and student support system
- Ability to work as a team player and supportive of team working
- Ability and willingness to develop own understanding and capability through advice and training
- Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency
- Understanding of the principles of accountability and quality assurance to achieve best possible student outcomes

Samuel Ward has developed a framework for supporting effective practice which will be used to support staff professional development.

Date Job Profile Generated:

Date of Job Profile Review: