

Thurstable School – Job Description, Person Specification & Competencies

Job Title: Subject Teacher

Responsible to: Head of Department/Subject Co-ordinator

SECTION I - GENERAL TEACHING DUTIES

To maintain and build upon the standards achieved in the award for QTS (Secondary) as set out by the Secretary of State.

Teaching & Learning

1. To manage pupil learning through effective teaching in accordance with the Department's schemes of work and policies.
2. To ensure continuity, progression and cohesiveness in all teaching.
3. To use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensure equal opportunity for all pupils.
4. To set homework regularly, (in accordance with the School homework policy), to consolidate and extend learning and to encourage pupils to take responsibility for their own learning.
5. To work with SEN staff and support staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons.
6. To work effectively as a member of the Department team to improve the quality of teaching and learning.
7. To set high expectations for all pupils, to deepen their knowledge and understanding and to maximise their achievement.
8. To use positive management of behaviour in an environment of mutual respect which allows pupils to feel safe and secure and promotes their self-esteem.

Monitoring, Assessment, Recording, Reporting, and Accountability

1. To be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
2. To contribute towards the implementation of IEPs as detailed in the current Code Of Practice particularly the planning and recording of appropriate actions and outcomes related to set targets.
3. To assess pupils' work systematically and use the results to inform future planning, teaching and curricular development.
4. To be familiar with statutory assessment and reporting procedures and to prepare and present informative, helpful and accurate reports to parents.
5. Keep an accurate register of pupils for each lesson. Unexplained absences or patterns of absence should be reported immediately in accordance with the School policy.

Subject Knowledge & Understanding

1. To have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for examination courses.
2. To keep up to date with research and developments in pedagogy and the subject area.

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Professional Standards & Development

1. To be a role model to pupils through personal presentation and professional conduct.
2. To arrive in class, on or before the start of the lesson, and to begin and end lessons on time.
3. To cover for absent colleagues as is reasonable, fair and equitable.
4. To co-operate with the employer in all matters concerning Health and Safety and specifically to take reasonable care of their own Health & Safety, and that of any other persons who may be affected by their acts or omissions at work.
5. To be familiar with the School and Department handbooks and support all the School's policies, e.g. those on Health and Safety, Citizenship, Literacy, Numeracy and ICT.
6. To establish effective working relationships with professional colleagues and associate staff.
7. To strive for personal and professional development through active involvement in the School's appraisal system and performance management procedures.
8. To be involved in extra-curricular activities such as making a contribution to after-school clubs and visits.
9. To maintain a working knowledge and understanding of teachers' professional duties as set out in the current School Teachers' Pay and Conditions document, and teachers' legal liabilities and responsibilities relating to all current legislation, including the role of the education service in protecting children.
10. To liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare.
11. To undertake any reasonable task as directed by the Head of Department.
12. To be aware of the role of the Governing Body of the School and to support it in performing its duties.
13. To train in basic first aid.
14. To be familiar with and implement the relevant requirements of the current SEN Code of Practice.
15. To consider the needs of all pupils within lessons (and to implement specialist advice) especially those who:
 - have SEN;
 - are gifted and talented;
 - are not yet fluent in English.

N.B: Every subject teacher will be expected to have pastoral responsibilities - detailed separately.

SECTION 2 - ADDITIONAL DUTIES FOR THIS POST

The following tasks will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's professional development programme:

(add additional duties for your requirements)

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This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Teacher– Person Specification

Qualifications
<ul style="list-style-type: none">• NQT, QTS, GT status fulfilling all National Standards for Teachers• Relevant Degree
Knowledge & Understanding
<ul style="list-style-type: none">• Sound knowledge of teaching subject• Willingness to keep up to date in subject knowledge and national developments• Ability to plan and teach effectively using a variety of strategies• Excellent interpersonal skills with both adults and children• Willingness and ability to work as part of a team• Ability to communicate effectively both verbally and in writing• Models behaviour expected of students and colleagues• Ability to prioritise and organise own work.• Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines• Understanding of how children & adults learn and effectively apply their learning• Appreciates the value of consistent discipline and use of school protocols and systems• Knowledge of health and safety procedures and their application
Aptitudes
<ul style="list-style-type: none">• To have a 'can do' philosophy• To be committed to personal development• To enjoy working with young people• To be flexible, energetic, adaptable and have the ability to use initiative• To identify and develop opportunities• To carry out professional duties in a positive, helpful and courteous manner.• To have high aspirations and expectations for their students and themselves.• Committed to raising standards and continuous improvement.• To be dedicated to the success of the students, their teams, the school and themselves.• Willingness to contribute to other areas of school life
Communication Skills
<ul style="list-style-type: none">• Ability to communicate clearly and take into account, where appropriate, the views of others• Effectively communicate orally and in writing to a range of audiences, especially parents
Self Management Skills
<ul style="list-style-type: none">• Excellent ability to plan time and organise work effectively• Prioritise and manage time and tasks• Work under pressure and meet deadlines• Be self motivating and set challenging personal goals
School Ethos

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- Ability to support and help develop a vision for high quality education which promotes spiritual, moral and cultural development
- Ability to ensure that the school atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child's education
- Develop a strong positive ethos for the year group and lay foundations for future years.

Leadership Competencies			
Leadership Area (& Key ABBs)	Leadership Behaviours	Definition	Essential/Desirable
Thinking <i>(Belong More, Be More, Achieve More)</i>	<ul style="list-style-type: none"> • <i>Stakeholder understanding</i> 	Leaders must have a clear sense of who their organisation serves (its stakeholders), and what is important to each of these groups.	Essential
	<ul style="list-style-type: none"> • <i>Strategic thinking</i> 	The ability to extrapolate the possible outcomes of any course of action	Essential
	<ul style="list-style-type: none"> • <i>Analytical thinking</i> 	<ul style="list-style-type: none"> • The ability to understand what lies behind a situation or a set of results, to understand its nature and to work out it's causes and its implications. 	Desirable
	<ul style="list-style-type: none"> • <i>Conceptual thinking</i> 	<ul style="list-style-type: none"> • The ability to identify connections and trends between situations and events, developing solutions that master the wider context. 	Desirable
Self Management <i>(Be More)</i>	<ul style="list-style-type: none"> • <i>Forward thinking</i> 	<ul style="list-style-type: none"> • The ability to extrapolate the possible outcomes of any course of action 	Desirable
	<ul style="list-style-type: none"> • <i>Independence</i> 	<ul style="list-style-type: none"> • Innovation is essential to any organisation, and it mostly comes from individuals. For this to happen people must be able and prepared to act as individuals when it is 	Desirable

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	<ul style="list-style-type: none"> • <i>Organisational commitment</i> 	<p>necessary. Without people able to act independently, the organisation becomes locked into a cycle of always doing what it always has, and always getting what it has always got. Schools deal with the education, welfare and well being of young people. Staff must be able to act independently, guided by their own moral compass, to protect the individual from the system.</p> <ul style="list-style-type: none"> • Leaders must be committed to their organisation. They must value and nurture its well being, gauging all their actions by their effect on its efficiency and future success. 	<p>Essential</p>
	<ul style="list-style-type: none"> • <i>Resilience</i> • <i>Tenacity</i> • <i>Flexibility</i> 	<ul style="list-style-type: none"> • Leaders do not give up easily. What doesn't kill them makes them stronger. They understand that timing and time itself are key factors in success, and they are strong enough to take advantage of it. • Good leaders stick at what they know to be important even when it becomes difficult. • Good leaders know when to change their approach, and can do so seamlessly. They also know when to quit – when the damage done to the organisation by pursuing a course of action exceeds the benefits from 	<p>Desirable</p> <p>Essential</p> <p>Desirable</p>

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		successfully concluding it.	
	<ul style="list-style-type: none"> • <i>Self-belief</i> • <i>Self-control</i> 	<ul style="list-style-type: none"> • Well founded, proportionate confidence in oneself is essential for leadership. • Leaders manage their own emotions and understand their own motivations. They are enriched and informed by them, but not controlled by them. 	<p>Desirable</p> <p>Essential</p>
<p align="center">Influencing <i>(Belong More)</i></p>	<ul style="list-style-type: none"> • <i>Interpersonal awareness</i> • <i>Relationship building</i> 	<ul style="list-style-type: none"> • Good leaders are always aware of the emotional and motivational state of the individuals around them, and the impact of their words and actions on those people, positive and negative. • Everyone in a school is dependent on the work of others. Positive, open relationships make it more likely that this work will “mesh”, allowing everyone to work more effectively. More than this, leaders work through others, and the most effective medium for this capacity are the relationships they build. The big news is that threats and rewards don’t work – relationships do. 	<p>Desirable</p> <p>Essential</p>
	<ul style="list-style-type: none"> • <i>Concern for impact</i> 	<ul style="list-style-type: none"> • Leaders understand their own role in the success of the organisation, and the role played by others – they understand the importance of everyone’s job. 	<p>Essential</p>

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	<ul style="list-style-type: none"> • <i>Developing others</i> 	<ul style="list-style-type: none"> • Leaders are able to increase the efficiency and effectiveness of others in the organisation in terms of their impact through modelling, coaching, and collegiality. 	Essential
	<ul style="list-style-type: none"> • <i>Rational persuasion</i> • <i>Strategic influencing</i> 	<ul style="list-style-type: none"> • Leaders develop high order skills in persuading others to their point of view or their course of action. • Good leaders recognise the motivations of others and act on them to effect change in their attitudes and behaviour that increase the efficiency and effectiveness of the organisation. Good leaders recognise that certain individuals play key roles in the “consensus” of the organisation, and they use these individuals to effect change in attitudes and behaviour that increase the efficiency and effectiveness of the organisation. 	Desirable Desirable
<p>Achieving <i>(Achieve More)</i></p>	<ul style="list-style-type: none"> • <i>Concern for excellence</i> 	<ul style="list-style-type: none"> • Leaders always need to ask about every aspect of their work and the work of the organisation “can this be improved?” and act accordingly. This is not about being a perfectionist or about never being happy with one’s work, it is about seeing one’s role as being to make things better, not to keep them as they are. 	Essential

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	<ul style="list-style-type: none"> • <i>Initiative</i> 	<ul style="list-style-type: none"> • Good leaders look for ways to improve things themselves – they don't wait to be told. 	Desirable
	<ul style="list-style-type: none"> • <i>Results focus</i> • <i>Critical information seeking</i> 	<ul style="list-style-type: none"> • Leaders recognise the key outputs of their organisation, and they focus on them relentlessly. • Leaders do not wait for information to come to them, consider it, and act. They actively seek the information they require to know how to act to secure improvement. They are active researchers. 	Essential Desirable
	<ul style="list-style-type: none"> • <i>Attention to detail</i> • <i>Thoroughness</i> 	<ul style="list-style-type: none"> • Leaders know that the big picture can be completely ruined by a speck of dust on the lens. They notice and act on the small things that make a big difference. • Leaders make sure that tasks are “bottomed” – they do not leave loose ends that unravel later. 	Essential Essential