

Job Title: Teacher

Generic details:

A Teacher is responsible for supporting achievement and attainment by in their subject area on a day to day basis and complying with the teacher standards. They help to formulate and put into effect the key policies and practices which ensure that the Academy's strategic aims are achieved.

The role involves:

- developing teaching and learning practice to consistently demonstrate a minimum of consistently 'satisfactory' or better in lesson observations within the first two years of teaching. After two years the expectation would be for all teachers to demonstrate that their teaching is consistently 'good' or better
- effective use data to monitor, track and evaluate class performance in line with departmental, Academy and national averages to affect appropriate and timely interventions
- where appropriate managing resources.
- developing and implementing an appropriate curriculum and assessment strategy which meets the needs of learners and enables students to progress and achieve.
- liaising with your members of the department and/or to ensure consistency of practice and the dissemination of best practice.
- role modelling professional standards, and in particular the teaching standards, team ethos and higher level communications that leads to effective communication with all stakeholders
- working with senior and middle leaders to contribute to the development of Academy strategies, practices, reporting systems and monitoring processes.
- Promoting and ensuring the promotion of Equal Opportunities and Child Protection as a fundamental aspect of all roles and practices in the academies.
- Any other appropriate and reasonable responsibilities in keeping with the level of the post and the requirements of the organisation.

The role assumes the person will play a support role in supporting the main school duties and meet, and role model, the standards and skills required for the following posts:

- Teacher level Classroom teacher and Form Tutor

Specific details:

The post holder is based either in the Upper or Lower Academy is responsible for supporting the Head of Department/Faculty to ensure the success of their department in offering high quality education (as defined in terms of assessment results, inspection outcomes and public perception).

Reports to: this post is line managed by The Head of Department / Faculty

<u>Line Manages:</u>	this post line manages	N/A
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All specific responsibilities of the post will be negotiated on appointment in line with the candidate's strengths and the priorities of The Academies.

Responsibilities

Classroom Leadership	Leading achievement within your subject through classroom leadership which directly results in students making progress, achieving and attaining over time in line with national benchmarks. Supports the Head of Department and/or Faculty Leader by consistently demonstrating the ability to carry out and act upon and role model all key messages, so that structures and systems are consistent with or in line with the Faculty aims. Delivers teaching and learning improvements within their subject that will impact on student outcomes. Collaborates with the Faculty Leader and/or Head of Department to contribute to departmental reviews. Actively demonstrates enthusiasm for subject and a willingness and ability to improve practice.
Curriculum Delivery	Supports the planning, development and coordination of a broad and balanced curriculum. Alerts the Head of Department/Faculty Leader in a timely manner to potential resourcing issues. Ensures that all learning plans and schemes of work are followed, developed and are fit for purpose for the beginning of each academic year.
Attainment and Achievement	Ensures all students make appropriate progress and attainment and that all subject expectations are met as regards to use of assessment data (e.g. seating plans, marking, contribution to departmental tracking etc), teaching practice, professional standards and student outcomes.
Teaching and learning practice development	Consistently demonstrates 'good' in lesson observations (except where in the first two years of teaching where satisfactory may be accepted where elements of 'good' are present.) Demonstrable evidence of the teacher standards are present in daily practice. Assessment of student progress is rigorous and it is clear that the teacher knows the needs of their students and adapts lesson plan to meet them. Evidence of lesson planning, seating plans, student outcomes demonstrate improved practice over time. Develops practice through departmental structures as well as whole school and where necessary, external providers.
Use of data, assessment monitoring and tracking	Ensures appropriate and rigorous assessments take place in line with the assessment calendar and that these are used to inform adjustments to Learning Plans, the curriculum and relevant interventions. Regular monitoring and tracking of students minimises the risk of underachievement. As a result, all students are clear about what levels / grades they are given, what they mean and what they need to do to improve.
Behaviour for Learning	Supports the head of department and/or Faculty Leader to clearly set out the Departmental expectations for presentation of student work, behaviour and interactions within the Department in line with the Academy behaviour policy. Is clearly visible in implementing consistent messages on behaviour and expectations.
Home School Communications and liaison with outside agencies	Responds appropriately to all parent queries and concerns and responds within a timely and appropriate manner. Liaises with outside agencies to further develop and improve the learning experience of students.
ICT Website and VLE	Engages in the use of new technologies to further support teaching and learning. Develops Departmental use of the VLE to support and further develop students' ability for independent learning.
SMSC	Ensures that SMSC is properly integrated into lesson plans
Reporting	To support and contribute to the production of a Departmental SEF at the beginning of each academic year which analyses results and sets the strategic direction for the Department for the following year featuring Academy priorities. To complete reports for a variety of audiences including senior leaders and the governing body.

The Faculty expectations in all of these areas are clearly set out in both Faculty and Departmental policies.

Delegated responsibilities, as per the Job Description staff who are line/performance managed.