

## **JOB DESCRIPTION**

<b>JOB TITLE:</b>	<b>Teacher</b>
<b>CURRICULUM TEAM:</b>	
<b>GRADE:</b>	<b>Main Pay Scale / Upper Pay spine (MPS/UPS)</b>
<b>SALARY</b>	<b>£25,714 - £41,604 per annum</b>
<b>HOURS</b>	<b>32.5 hours per week</b>
<b>RESPONSIBLE TO:</b>	<b>Director of Learning</b>

---

### **Main purpose of the job:**

- To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has high achieving students.
- To support students in developing knowledge and skills, behaviours and attitudes which enable effective learning.
- Work towards building on the outstanding results achieved by the department.
- Carries out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Head Teacher.

**Key Responsibilities:** these will include, but may not be limited to, the following:

### **Planning, Teaching and Class Management**

- Understanding and applying effective classroom management with clear structure, maintaining pace, motivation and challenge.
- Understanding and applying a range of teaching strategies.
- Positively targeting and supporting individual learning needs and identifying SEN or very able pupils.
- Effectively using homework and other extra-curricular learning opportunities.
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework.
- Demonstrating appropriate consistent progress.
- Building and managing effective working relationships with students and adults in the classroom.
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught.
- Evaluating own teaching critically to improve effectiveness.

## **Deliver lessons and use subject assessment effectively:**

- Comply with practice as outlined in the school's teaching and learning and related policies.
- Exhibit commitment to safe working practices, and be aware of and responsive to health and safety requirements.
- Ensure theory and practice is integrated as appropriate.
- Assess learners' progress regularly both in the classroom and for homework and provide regular feedback.
- Use assessment tasks appropriate to the subject and maintain accurate records.
- Ensure assessment is consistent, fair, accurate and valid and comply with awarding body requirements.
- Commitment to the achievement of every single student is essential.
- Evaluate subject performance data for students' progress and set appropriate targets for improvement
- Use appropriate assessment to inform planning and teaching.

## **Pastoral Duties**

- Willing to be a form tutor to an assigned group of students.
- Support the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons as well as full participation in other aspects of school life.
- Contribute to the preparation of Action Plans and progress files and other reports.
- Contact the Pastoral Deputy Head Teacher/Director of Student Progress as and when necessary to alert them should anything be deemed necessary regarding students welfare.
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff.
- Contribute to PSHCE and citizenship and enterprise according to the school policy.

## **Other Professional Requirements**

- Establish effective working relationships and set a good example through presentation and personal and professional conduct.
- All school based staff have the responsibility for promoting the safeguarding and welfare of children. All school staff should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.
- Have a working knowledge of teachers' professional duties and legal liabilities.
- Maintain an up to date knowledge of good practice in teaching techniques for the subject taught.
- Take account of wider curriculum developments.
- Incorporate national strategies in all teaching.
- Undertake professional development activities to enhance teaching and students learning. Apply and share outcomes and identify impact with colleagues.
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Liaise effectively with parents and governors.

## **Monitoring, Assessment, Recording, Reporting**

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor students' work and set targets for progress.
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- Undertake assessment of students as requested by examination bodies, departmental and school procedures.
- Prepare and present informative reports to parents.

## **Subject Development**

- Contribute to the whole school's planning activities.
- Contribute to the development of the subject area by developing and sharing teaching and learning resources and good practice.
- Regularly update Directors of Student Progress on issues relating to individual students, and work with other teachers to establish appropriate actions.
- Undertake any other job-related activities as requested appropriate to the grading of the post to meet the ever changing needs of the school.

## **Comply with School external policies, systems and processes:**

- Be conversant with and carry out all duties in accordance with all relevant School policies and procedures, including health and safety policy and procedures as well as employment policies and procedures.
- Work to promote and apply the School's safeguarding policy and practices.
- Work to promote and apply the School's equality and diversity policy and practices.
- Work in the School when contractually required and comply with agreed timetable.
- Engage with Continuing Professional Development in line with the School and external requirements.
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools.
- Fulfil expectations of appropriate professional conduct, appearance and behaviours.
- Maintain up to date and accurate registers.
- Provide written feedback on student progress at review periods.
- Meet stated deadlines for administrative tasks such as registers, census and exam entries.
- Engage in review of own practice via School appraisal system and participate in the School's quality review practices

---

This job description sets out the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify the reconsideration of the grading of the post. The School reserves the right to change or up-date this job description and to change the normal place of work after consultation with the job holder. The signatures below indicate agreement to this job description.

---

**Signature of Job Holder**

**Date**

**Signature of Line Manager**

**Date**

## WILLINGDON COMMUNITY SCHOOL PERSON - SPECIFICATION TEACHER

This person specification lists the qualifications, experience, knowledge, professional values, learning and teaching practice, competencies and personal qualities of the person required to undertake the post. It will be to assist in drawing up a shortlist of candidates for interview, and during the interview/selection process. Applicants should provide evidence to demonstrate their suitability for the position and how they meet the requirements of the person specification in the application form and any supporting statement.

Qualifications	Essential	Desirable	How Assessed
	<p><i>Subject Specialism(s):</i></p> <ul style="list-style-type: none"> <li>• Minimum Level 4 (or equivalent) in a specialism relevant to the subject(s) being taught<sup>1</sup></li> </ul> <p><i>Teaching Qualifications</i></p> <ul style="list-style-type: none"> <li>• Required to have or gain initial teacher qualifications in accordance with relevant regulations. For people new to teaching since 2007 this involves:</li> <li>• PTLLS License to Teach on appointment or within one year of initial appointment</li> <li>• An initial teacher training qualification relevant to the role (CTLLS or DTLLS / PGCE / Cert Ed or equivalent) within five years of initial appointment</li> </ul> <p><i>Literacy and Numeracy:</i></p> <ul style="list-style-type: none"> <li>• Minimum level 2 or equivalent in Literacy and Numeracy on appointment or within one year of initial appointment</li> </ul>	<ul style="list-style-type: none"> <li>• Degree or equivalent</li> <li>• Post Graduate degree or qualification</li> <li>• QTLS or QTS</li> <li>• Basic First Aid Certificate</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Certificates</li> <li>• Interview</li> <li>• Assessment</li> </ul>

<sup>1</sup>For teaching academic subjects a degree in a relevant specialism is normally considered essential. In exceptional cases in vocational teaching candidates with a minimum level 3 qualification may be considered.

Knowledge & Experience	Essential (on appointment or to be acquired within training and probationary period)	Desirable	How Assessed
	<ul style="list-style-type: none"> <li>• Relevant experience of teaching and assessing Learners</li> <li>• An understanding of 'safeguarding' and its importance within the learning environment</li> <li>• Relevant and up to date subject area experience</li> <li>• Knowledge of principles, relevant frameworks and theories which underpin good practice</li> <li>• Working in an educational setting</li> <li>• Computer literate</li> </ul>	<ul style="list-style-type: none"> <li>• Managing diverse groups of students</li> <li>• Working within a school setting</li> <li>• Knowledge of organisational systems and processes for recording learner information</li> <li>• Experience of using SIMS</li> <li>• Experience in dealing with 11-16 year old students</li> <li>• Experience of both KS3 and KS4</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> <li>• Assessment</li> </ul>

Skills & Competencies: Learning & Teaching	Essential	Desirable	How Assessed
	<ul style="list-style-type: none"> <li>• Ability to establish and maintain a motivating learning environment</li> <li>• Ability to communicate effectively with learners</li> <li>• Ability to plan an effective, inclusive teaching session</li> <li>• Ability to communicate and collaborate effectively with colleagues to support the needs of learners</li> <li>• Driven by the desire to improve the life chances of every student irrespective of their circumstances or disposition.</li> <li>• An understanding of, and a belief in, the Every Child Matters agenda</li> <li>• Ability to inspire learners of all abilities, building their confidence in Mathematics</li> <li>• Ability to establish a learning environment where learners feel safe, secure and confident</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> <li>• Assessment</li> </ul>

	Essential	Desirable	How Assessed
<b>Skills &amp; Competencies:</b> <b>General</b>	<ul style="list-style-type: none"> <li>• Time management skills, organisational skills and the ability to meet targets and deadlines</li> <li>• Ability to communicate to a diverse range of people at all levels, verbally and in writing</li> <li>• IT and keyboard skills, including use of e-mail</li> <li>• Ability to manage challenging behaviour</li> <li>• Ability to solve problems and make decisions</li> <li>• Ability to be flexible in approach</li> <li>• Able to develop a meaningful relationship with the young person, based on trust and respect.</li> <li>• Accessible and approachable</li> <li>• Ability to remain calm under pressure</li> </ul>		<ul style="list-style-type: none"> <li>• Application form</li> <li>• Interview</li> <li>• Assessment</li> </ul>