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**JOB DESCRIPTION**

**Teacher Main Scale and UPS**

The following generic responsibilities are consistent for all Classroom Subject Teachers. The Teachers’ terms and conditions of employment cover all posts. All teachers will be expected to meet the appropriate Teacher Standards/post Threshold Standards as a minimum requirement (relevant to experience).

Main Pay Scale

Accountable to: Subject Leader

Purpose

* To provide a quality of teaching and learning provision that can be judged to be at least ‘good’ (according to the Ofsted evaluation framework) and ensures all students make at least good progress
* Be accountable for the attainment and progress of all students who are taught by the post holder
* Supervise and guide the work of any support staff (including Learning Support Assistants (LSAs) and Higher Level Learning Support Assistants (HLLSAs)) who are assigned to work with the post holder’s classes/students.
* To provide pastoral support and guidance for all students in the post holder’s care, classes or form group.
* To contribute to the overall development work of the teaching and learning area team.
* Safeguarding and promoting the welfare of children and ensuring they have a safe environment in which to learn.

Teaching

* To set clear learning objectives and plan for and teach across the whole age and ability range for an appropriate proportion of the week.
* Use data to plan lessons and learning materials to motivate and support all students to make at least good progress.
* To have high aspirations and set challenging targets for all students.
* To set high expectations for students’ behaviour, learning, motivation and presentation of work by establishing a purposeful working atmosphere and providing challenging and inspirational learning experiences
* To work in collaboration with Learning Support Assistants assigned to any teaching group/student within the group
* Take account of students’ prior attainment, learning styles and needs and use them to set appropriately challenging targets and learning activities
* To promote and develop literacy and numeracy skills throughout teaching and learning activities so that literacy and numeracy do not present barriers to learning
* To provide intervention activities for those students who need support to boost attainment/progress or who require additional challenge
* Set work for students absent from school for health or disciplinary reasons
* To manage the behaviour and discipline of students within the classroom in line with the school’s Behaviour Policy.
* To ensure that teaching room, resources and equipment are maintained in good order with particular regard to health and safety, and security of property
* To use ICT and other technology and learning resources as learning tools to inspire and motivate learners
* To ensure that a stimulating learning environment is maintained in the classroom including provision of a high quality of display.

Assessment Recording and Reporting

* To maintain notes and plans of lessons undertaken and records of students’ work, their attendance and attainment.
* To mark, assess and return students’ work in line with school policy, providing constructive oral and written feedback with clear targets and guidance for future improvement
* To keep high quality records to promote tracking and monitoring of student progress using data and teacher assessment records
* Use data and teacher student attainment, progress and results of assessments within the school’s recording and reporting structure
* To set and mark examinations, assessments and coursework as assigned by the Subject Lead or member of SLT
* Attend the appropriate consultation evenings/progress review days and individual meetings to keep parents/carers informed as to attainment and the progress of their child towards targets
* Be familiar with school’s records and information relating to students who have additional needs (including those who are gifted and talented) and use this information to ensure all students can access the curriculum and are supported to attain well and make at least good progress

Pastoral Responsibilities

* To take responsibility for promoting and safeguarding the welfare of students and making sure they have a safe environment in which to learn
* To participate in the pastoral organisation of the school as a form tutor, if required
* To be the first point of contact for parents/carers in the assigned tutor group
* To monitor and set targets for the social and academic progress of individuals in the tutor group
* To undertake responsibility for the delivery of the tutorial programmes to the tutor group as required
* To promote good attendance and punctuality and monitor in accordance with the school’s Attendance Policy providing support/intervention for those who find it hard to maintain high standards
* To provide an opportunity for daily Act of Worship for form group
* To attend and contribute to Acts of Worship as required, actively supporting the School’s ethos

General Professional Responsibilities

* To attend meetings as part of the school’s meeting cycle
* To undertake professional development identified through the performance management/appraisal structure and as organised for staff to promote individual, subject and whole school improvement work
* To support and implement all relevant subject and teaching and learning policies, including the Code of Conduct for staff and whole school policies
* To act as a role model to students in respect of dress, attendance and punctuality and general conduct
* To support and actively promote the Religious ethos of the school by implementing all agreed policies and procedures
* To undertake professional duties and responsibilities necessary for the smooth running of the school, as may be reasonably assigned to them by the Headteacher (e.g. duties, emergency cover).
* To fulfil the conditions of employment for school teachers, as laid down in the latest School Teachers’ Pay and Conditions Document. Teachers in the Upper Pay Scale (UPS) can be expected to make a particular contribution to the development and improvement work of their Teaching and Learning Area team in line with statutory requirements to meet threshold standards.

In particular teachers at UPS1/2/3 will:

* Provide a model of high-quality professional practice
* Make a distinctive contribution compared with MPS teachers
* Consistently provide at least a good quality of teaching and learning for students, with potential to develop outstanding practice
* Make a significant contribution to the improvement of the work of the school

This is the current job description and is subject to annual review and may, after discussion with the teacher, be changed.

**HOLY TRINITY ACADEMY**

**Person Specification: Teacher**

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| **Factors** | **Essential** |
| **Qualifications** | * Qualified Teacher Status (PGCE or equivalent qualification) * Good Honours degree |
| **Experience** | * Experience of teaching students across the whole ability and age range * Ability to analyse and interpret data, and use it to identify underachievement * Successful experience of teaching in the subject across the full age range of a secondary school |
| **Skills / Knowledge** | * Excellent teaching skills, including effective communication skills, ability to motivate students and the capacity to create good learning environments. * Knowledge of current issues and recent developments in the curriculum area. * Commitment to raising achievement through enabling all young people to achieve their potential. * Ability to use pupil assessment data to raise standards * Capacity to use ICT as integral part of teaching. * Knowledge and understanding of the value added agenda, including levels of progress. * Ability to support the process of change and work effectively in a team. * Ability to prioritise, plan and organise. * Understanding of safeguarding and promoting of welfare of children issues. * Understanding of equal opportunities issues and their application to work. |
| **Personal Qualities** | * Resilience under pressure * Patience, flexibility, approachability and a positive and energetic approach to work * Ability to develop good relationships with all members of the school community * Enthusiasm for the subject * A commitment to the vision of the school * High standards and expectations * Outstanding communication skills * Reliability and integrity * A commitment to safeguarding and promoting the welfare of young people * A commitment to personal and professional development |