***JOB SPECIFICATION FOR MAINSCALE TEACHERS***

***Duties***

The responsibilities outlined in this job description are in addition to those covered by the latest School Teacher’s Pay and Conditions Document. It may be modified by the Headteacher to reflect or anticipate changes to the job, commensurate with the salary and job title.

***Teacher Standards to be Demonstrated:***

The post holder will actively promote the following:

**Set high expectations which inspire, motivate and challenge pupils**

* establish a safe and stimulating environment for pupils, rooted in mutual respect
* set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
* demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

**Promote good progress and outcomes by pupils**

* be accountable for pupils’ attainment, progress and outcomes
* be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these
* guide pupils to reflect on the progress they have made and their emerging needs
* demonstrate knowledge and
* understanding of how pupils learn and how this impacts on teaching
* encourage pupils to take a responsible and conscientious attitude to their own work and study.
* Ensure all students in lessons make appropriate levels of progress which contributes to their progress towards their end of year and end of key stage targets.(2 sub levels or 1 GCSE grade per year.)
* Adapt teaching and/or provide additional support where any students are at risk of not making 2 sub levels or 1 GCSE grade of progress per year.

**Demonstrate good subject and curriculum knowledge**

* have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings
* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
* demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject

**Plan and teach well-structured lessons**

* impart knowledge and develop understanding through effective use of lesson time
* promote a love of learning and children’s intellectual curiosity
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
* reflect systematically on the effectiveness of lessons and approaches to teaching
* contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
* Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
* Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
* Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners’ progress and to extend and consolidate their learning.
* Teaching engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment**.**

**Adapt teaching to respond to the strengths and needs of all pupils**

* know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
* have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these
* demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development
* have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
* Teaching challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
  + Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners’ needs and take practical account of diversity and promote equality and inclusion;
  + Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
  + Develop concepts and processes which enable learners to apply new knowledge, understanding and skills;
  + Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly and using explanations, questions, discussions and plenaries effectively.
  + Differentiate activities and resources as appropriate to ensure all are challenged, engaged and make progress.
  + Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners**.**

**Make accurate and productive use of assessment**

* know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* make use of formative and summative assessment to secure pupils’ progress
* use relevant data to monitor progress, set targets, and plan subsequent lessons
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
* Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners’ progress and levels of attainment.
* Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners’ attainment, progress and areas for development.
* Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
* Use assessment as part of their teaching to diagnose learners’ needs, set realistic and challenging targets for improvement and plan future teaching.

**Manage behaviour effectively to ensure a good and safe learning environment**

* have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
* manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
* Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
* Manage learners’ behaviour constructively by establishing and maintaining a clear and positive framework for discipline by making consistent use of the school’s Fleetwood Way behaviour policy.
* Build positive relationships with learners based on care and nurture
* Adopt a non-confrontational, solution focused and restorative approach to resolving issues that may arise.
* Promote learners’ self-control, independence and cooperation through developing their social, emotional and behavioural skills

**Fulfil wider professional responsibilities**

* make a positive contribution to the wider life and ethos of the school
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
* deploy support staff effectively
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* Communicate effectively with parents with regard to pupils’ achievements and well-being.
* Take responsibility for accessing support/guidance/CPD required to further raise standards of teaching and learning above so that all teaching is good or better.
* Make use of appraisal/performance management process to raise standards of teaching and learning so all teaching is good or better.
* Review the effectiveness of their teaching to diagnose learners’ needs, set realistic and challenging targets for improving and plan future teaching.
* Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
* Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil

In addition, all staff at Fleetwood High School will be a member of an Achievement Team. This involves being a form tutor (for most) and representing their faculty at a particular Year group’s Achievement team meetings (as decided by head/Second in Faculty). Teachers will bring information regarding students who are underachieving in their subject area(s) and agree appropriate intervention to be provided to ensure appropriate progress is made. They will lead on the delivery of these interventions within this year group and will monitor/evaluate the impact feeding back to faulty meetings and future Achievement team meetings.

**Leadership and Management**

As determined by the Leadership Team and Director of Faculty.