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| **Moorbrook school** | | | |
| **Post title:** General teacher mainly KS3 | | | |
| **Grade:** | MPS / UPS | **Staff responsibility:** | Classroom TAs |
| **Essential Car user:** | No | **Reporting to:** | Deputy Headteacher |
| **Main purpose** | | | |
| The teacher will:   * Fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions Document * Meet the expectations set out in the Teachers’ Standards or UPS standards | | | |
| **Duties and responsibilities** | | | |
| **Teaching**   * Plan and teach well-structured lessons to assigned classes, following the school’s plans, curriculum and schemes of work * Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment * Adapt teaching to respond to the strengths and needs of pupils * Set high expectations which inspire, motivate and challenge pupils * Promote good progress and outcomes by pupils * Demonstrate good subject and curriculum knowledge * Participate in arrangements for preparing pupils for external tests * Lead English across school including whole school reading strategy   **Whole-school organisation, strategy and development**   * Contribute to the development, implementation and evaluation of the school’s policies, practices and procedures, so as to support the school’s vision and values * Make a positive contribution to the wider life and ethos of the school * Work with others on curriculum and pupil development to secure coordinated outcomes * Provide cover, in the unforeseen circumstance that another teacher is unable to teach   **Health, safety and discipline**   * Promote the safety and wellbeing of pupils * Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment using school policies.   **Professional development**   * Take part in the school’s appraisal procedures * Take part in further training and development in order to improve own teaching * Take part in the appraisal and professional development of others, where appropriate   **Communication**   * Communicate effectively with pupils, parents and carers; act as a keyworker in line with school policy.   **Working with colleagues and other relevant professionals**   * Collaborate and work with colleagues and other relevant professionals within and beyond the school * Develop effective professional relationships with colleagues   **Personal and professional conduct**   * Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school in line with school policies. * Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality * Understand and act within the statutory frameworks setting out their professional duties and responsibilities   **Management of staff and resources**   * Direct and supervise support staff assigned to them, and where appropriate, other teachers * Deploy resources delegated to them and manage a subject budget.   **Safeguarding**   * Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies * Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary * Promote the safeguarding of all pupils in the school   **Other areas of responsibility**   * To undertake any other additional duties (as directed by the Headteacher) commensurate with the grade of the post. * UPS teachers will lead an additional area of school. * UPS teachers will make a sustained and substantial contribution to school. | | | |
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**Person specification**

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| **Qualifications and Training** | Essential/ Desirable | Evidenced (Application, Letter,  Reference) |
| QTS – Secondary or primary | E | A |
| First or Second Class Honours Degree in Subject | E | A |
| Ability to teach subject across the full range: KS3 and KS4 | E | A |
| Experience of KS2 teaching and curriculum | E | AI |
| PGCE or equivalent | E | A |
| Successful teaching experience in a relevant setting | D | A I |
| Post graduate qualifications in SEND | D | A |
| Team-teach qualified or a willingness to train | E | AI |
| Experience of supporting challenging Behaviour | E | AI |
| Safeguarding training (will be given on appointment) | D | A |
| **Professional Experience and Knowledge** | Essential/  Desirable | Evidenced  (Letter, Interview, Reference) |
| Excellent subject knowledge. | E | I R |
| A reflective practitioner with high-quality teaching skills who has high expectations for students’ learning and attainment. | E | L I R |
| Have high expectations and ambition for all students. | E | L I |
| Ability to adapt teaching to meet pupils’ needs | E | L I |
| Ability to build effective working relationships with pupils | E | LIR |
| Evidence of using data to raise standards of learning and teaching. | E | L |
| Preparation of high-quality lessons, resources, assessments and  inspiring lessons. | E | I R |
| Have a good knowledge of the national curriculum. | E | L I |
| Provide effective feedback in lessons, books, assessments and home-learning to ensure students make progress. | E | L I R |
| Provide stretch and challenge to all students, no matter what  their ability. | E | L I |
| Promote independent learning. | E | L |
| Promote effective revision techniques. | E | L I |
| Promote a love of reading and a focus on subject-specific vocabulary in your subject area. | E | I |
| Be an effective Keyworker who promotes good home school relationships. | E | L |
| Efficient use of ICT to support learning and ways of working. | E | I |
| Have a knowledge of PSHE. | D | L |
| Have good literacy skills. | E | L |
| Knowledge of strategies and the principles of inclusion. | E | L I |
| The ability to maintain good discipline and create a safe and happy learning environment. | E | I R |
| Encourage SMSC and careers in all lessons. | E | I |
| Follow and adhere to school policies and practice. | E | I R |
| Comply with the provisions of the Data Protection Act (GDPR) 2018. | E | R |

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| **Personal Qualities** | Essential/  Desirable | Evidenced (Letter, Interview, Reference) |
| The ability to inspire and motivate all students. | E | L I R |
| The ability to promote a love of your subject. | E | I |
| The desire and capability to be an outstanding teacher. | E | L I R |
| The ability to make learning engaging. | E | I |
| The ability to work constructively and collaboratively within a team. | E | L R |
| Effective organisational skills, including:  Good communication skills (verbal and written). | E | L I |
| Good interpersonal skills and empathy and demonstrate an ability to develop and maintain relationships with all members of the school  community. | E | I R |
| Be able to prioritise workload and work to deadlines. | E | R |
| Resilience, tolerance and effective personal wellbeing management skills | E | L I R |
| Be able to promote student mental health and wellbeing. | E | I |
| Excellent timekeeping and attendance. | E | R |
| Ability to set and maintain high professional standards in conduct and dress-code and lead by example. | E | I R |

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| **Teachers’ Standards** | Essential/ Desirable | | Evidenced (Letter, Interview,  Reference) |
| **Set high expectations which inspire, motivate and challenge pupils** | | | |
| Establish a safe and stimulating environment for pupils, rooted in mutual respect. | E | | I |
| Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. | E | | I |
| Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | E | | I R |
| **Promote good progress and outcomes by pupils** | | | |
| Be accountable for pupils’ attainment, progress and outcomes. | E | | L I |
| Be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these. | E | | L I |
| Guide pupils to reflect on the progress they have made and their emerging needs. | E | | I |
| Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. | E | | I |
| **Demonstrate good subject and curriculum knowledge** |  | |  |
| Have a secure knowledge of the relevant subject and curriculum are- as, foster and maintain pupils’ interest in the subject, and address misunderstandings. | E | | L I |
| Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship. | E | | L I |
| 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. | E | | I |
| **Plan and teach well-structured lessons** | | | |
| Impart knowledge and develop understanding through effective use of lesson time. | E | | I |
| Promote a love of learning and children’s intellectual curiosity. | E | | I |
| Set home-learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. | E | | L |
| Reflect systematically on the effectiveness of lessons and approaches to teaching. | E | | L |
| Contribute to the design and provision of an engaging curriculum  within the relevant subject area. | E | | L |
| **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. | E | | I |
| Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these. | E | | I |
| 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. | E | | I |
| **Make accurate and productive use of assessment** | | | |
| Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements. | E | | L I |
| Make use of formative and summative assessment to secure pupils’ progress. | E | | I |
| Use relevant data to monitor progress, set targets, and plan subsequent lessons. | E | | L |
| **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. | E | | I |
| Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and re- wards consistently and fairly. | E | | L I |
| Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them. | E | | L I |
| Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. | E | | I |
| **Fulfil wider professional responsibilities** | | | |
| Make a positive contribution to the wider life and ethos of the school. | | E | L |
| Develop effective professional relationships with colleagues,  knowing how and when to draw on advice and specialist support. | | E | L |
| Deploy support staff effectively. | | E | I |
| Take responsibility for improving teaching through appropriate  professional development, responding to advice and feedback from  colleagues. | | E | R |
| Communicate effectively with parents with regard to pupils’  achievements and wellbeing. | | E | R |
| **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT** | | | |
| A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for  conduct throughout a teacher’s career.   * Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:   + treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position.   + having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions.   + showing tolerance of and respect for the rights of others.   + not undermining fundamental British values, including democracy,   the rule of law, individual liberty and mutual  respect, and tolerance of those with different faiths and beliefs.   * + ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. * Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. * Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. | | E  E  E | L I  L I  L I |
| **Upper Pay Range Standards (if applicable)** | | Essential/ Desirable | Evidenced (Letter, Interview, Reference) |
| Have extensive knowledge of how to use a range of teaching, learning  and behaviour strategies, including how to personalise learning. | | E | L |
| Have extensive knowledge of the assessment requirements and arrangements for curriculum areas. | | E | I |
| Be flexible, creative and adept at designing learning sequences within lessons, which integrate recent developments. | | E | L I |
| Have teaching skills that lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar  learners nationally. | | E | L I |
| Contribute to the professional development of colleagues through  coaching and mentoring, demonstrating effective practice and providing advice and feedback. | | E | L I |

Last review date: January 24

Next review date: January 25

**Headteacher/line manager’s signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Postholder’s signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_

This document is based on the [Teachers’ Standards](https://www.gov.uk/government/publications/teachers-standards), and requirements in the [School Teachers’ Pay and Conditions Document](https://www.gov.uk/government/publications/school-teachers-pay-and-conditions) and the requirements in the statutory safeguarding guidance [Keeping Children Safe in Education.](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)