

JOB DESCRIPTION

SUBJECT TEACHER

To ensure all students reach their potential through delivery of high quality teaching and learning, alongside effective monitoring, assessment and target setting.

Responsible to: Subject Team Leader

KNOWLEDGE & UNDERSTANDING

- Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements at a standard equivalent to degree level to enable you to teach confidently and accurately at KS3, KS4 and Post-16
- Have a secure knowledge and understanding of your specialist subject, including level descriptors (including APP for core subject) at KS3 & KS4 as well as Post-16 examination specifications and courses
- Understand progression across Key Stages in your specialist subject. Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject

PLANNING & SETTING EXPECTATIONS

- Plan effectively to ensure that students have the opportunity to meet their potential, notwithstanding differences of race and gender and taking account of the needs of students who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available
- Plan effectively, where applicable, to meet the needs of students with Special Educational Needs and, in collaboration with the SENCO, make an appropriate contribution to the preparation, implementation, monitoring and review of individual Education Plans
- Identify clear teaching objectives, success criteria, content, lesson structures and sequences appropriate to the subject matter and the students being taught
- Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment

TEACHING & MANAGING STUDENT LEARNING

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time
- Use teaching methods including a variety of differentiation strategies and activities which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources

- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- Set appropriate and challenging targets using prior attainment and assessment information
- Secure a good standard of student behaviour in the classroom by establishing appropriate and high expectations of discipline which students respect ; act to pre-empt and deal with inappropriate behaviour in the context of the Behaviour for Learning Policy
- Record and liaise with any colleague as and where appropriate to support students' and their learning

ASSESSMENT & EVALUATION

- Assess how well learning objectives and success criteria have been achieved and use this assessment for future teaching and student learning
- Assess and record students progress systematically, including data tracking, focused observation, questioning, testing and marking
- Mark and monitor students' class and homework in line with School and Department policy and provide constructive oral and written feedback, setting targets for students' progress
- When applicable, understand the demands expected of students in relation to the National Curriculum, KS4 and post-16 courses
- Recognise the level that a student is achieving and make accurate assessments, independently , against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject taught

STUDENT ACHIEVEMENT

- Set clear targets for improvement of students' achievement, monitor students' progress towards those targets and use appropriate teaching strategies and interventions in the light of this
- Be committed to ensuring that every student is given the opportunity to reach their potential

RELATIONSHIP WITH PARENTS & WIDER COMMUNITY

- Complete reports in line with school policy
- Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples
- Understand the need to liaise with agencies responsible for students' welfare
- Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets and encouraging them to support their children's learning, behaviour and progress

MANAGING OWN PERFORMANCE & DEVELOPMENT

- Understand your professional responsibilities in relation to school policies and practices
- Set a good example to the students you teach in your presentation and your personal conduct
- Evaluate your own teaching critically and use this to improve your effectiveness
- Take responsibility for implementing school policies and practices, including those dealing with bullying and racial harassment
- Take responsibility for your own professional development, setting objectives for improvements, and taking action to keep up-to-date with research and developments in pedagogy and in the subject you teach
- Share your good practice within your team and across other teams in the school

MANAGING & DEVELOPING STAFF AND OTHER ADULTS

- Establish effective working relationships with all staff in the school
- Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning

MANAGING RESOURCES

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives and outcomes to be met
- Ensure classrooms are respected by the students, are conducive to learning and are neat and tidy at the end of any session

OTHER PROFESSIONAL REQUIREMENTS

- Have a working knowledge and understanding of the teachers professional duties as set out in The Professional Standards for Teachers
- Attend and participate in school meetings
- Be a form tutor / mentor and to carry out the related duties
 - Establish and maintain positive links between home and school
 - Liaise on a regular basis with the appropriate Head of Year to ensure that all parties are fully informed of relevant developments of a pastoral nature
 - Attend and contribute to Tutor Team Meetings
 - Plan, prepare, deliver and monitor the tutorial programme

- To undertake any other duty as specified by School Teachers Pay & Conditions Document (2007) not mentioned above

• **Signed:** _____
(Employee)

Date: _____

• **Signed:** _____
(Headteacher)

Date: _____

PERSON SPECIFICATION

SUBJECT TEACHER

	Essential	Desirable
Qualifications		
• Degree	✓	
• Qualified Teacher		✓
• A minimum of one year's experience as a Qualified Teacher		
• Ability to apply knowledge and skills from theory in a practical classroom context		
• Ability to motivate and encourage students	✓	
• Effective classroom manager	✓	
• Can use ICT effectively to support learning		✓
Planning & Organising		
• Good organisational ability	✓	
• Able to organise own teaching resources and activities to deadline and quality standards	✓	
• Able to plan, manage, organise and assess teaching objectives	✓	
• Able to contribute to the design of subject units, curriculum development and new teaching approaches	✓	
• Ability to plan time effectively and meet deadlines	✓	
• Ability to use differentiation in order to meet the needs of the students	✓	
Problem Solving and Initiative		
• Able to demonstrate understanding of complex problems and apply in depth knowledge to address them		✓
• Able to develop original techniques, methods and solutions		✓
Management Skills		
• A team player able to work effectively in a team, understanding the strengths and weakness of others to help team development	✓	
• Able to manage and deliver own course units	✓	
• Able to supervise work of students	✓	
• Able to contribute to wider school management, administration and initiatives	✓	
• Ability to create effective relationships with a variety of different people	✓	
Communicating and Influencing		
• Able to influence desired student behaviour	✓	
• Able to generate enthusiasm in students	✓	
• Good communication skills, able to clarify and explain instructions clearly	✓	
General		
• Empathy with students and sympathetic to their needs	✓	
• Professionally discrete and able to respect confidentiality in particular areas	✓	
• To be involved in ongoing Professional Development	✓	
Personal Qualities		
• Commitment to an ethos of high standards, personal fulfilment and academic success	✓	
• Good health and attendance	✓	
• Energy, stamina and determination	✓	
• A sense of humour and ability to remain calm under pressure	✓	