



## Job Description

<b>Job-title:</b>	Teacher (Secondary)
<b>Grading/Salary:</b>	MPR Scale / UPR Scale
<b>Accountable to:</b>	Principal / Executive Principal

*Oxlip Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.*

### PROFESSIONAL DUTIES

As a Main Pay Range Teacher, you are required to be competent in all elements of the Teacher Standards, to discharge the Teachers Responsibilities as set out in the Contractual Framework for Teachers of the School Teachers Pay and Conditions Document and to act in accordance with the Trust's ethos, policies and practices, under the direction of the Principal / Executive Principal.

In addition to the duties and responsibilities of a Main Pay Range Teacher, an Upper Pay Range Teacher is required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the School are substantial and sustained.

In line with the requirements of the School Teachers' Pay and Conditions Document (section 9), the post-holder is responsible for the education and welfare of designated classes (and a tutor group if appropriate), having due regard to the requirements of the National Curriculum, the school's aims, objectives and schemes of work and the policies of the School and Academy Trust. The post-holder shares the corporate responsibility for the welfare of all pupils.

### SAFEGUARDING

The post holder, under the guidance of the Principal / Executive Principal, will be responsible for promoting and safeguarding the welfare of all children with whom they come into contact, in accordance with the Trust's and school's safeguarding policies and procedures. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS)

### CORE PURPOSE

- To meet all requirements of the Teachers' Standards.
- Within the designated curriculum area, to implement and deliver the published scheme of work.
- To shape the learning experience to motivate and encourage students to achieve their potential.
- To monitor the progress of students and provide support to ensure personal and academic growth.

## **PRINCIPAL RESPONSIBILITIES AND TASKS**

### ***Teaching and Learning responsibilities***

- To deliver the designated programme of teaching as presented in the published scheme of work.
- To use a variety of delivery methods to stimulate learning, appropriate to student abilities.
- To prepare and update subject/ curriculum materials.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- Within the guidance presented in the school Assessment Policy and using appropriate I.T. systems, to assess, record and report on the attendance, progress, development and attainment of students. To take part in Parent/Carer Information Evenings.
- Within the school's marking and homework policy, to set and mark work appropriate to the needs of each student. To provide constructive feedback to facilitate progression.
- To undertake assessment of students as required by internal and external (e.g. examination boards) procedures.
- To apply the Behaviour Policy to ensure that effective learning can take place. To maintain discipline and use appropriate rewards and sanctions in line with school policy.
- To ensure that Literacy, Numeracy and ICT opportunities are optimised within the context of the designated teaching programme.
- To optimise the use of classroom support staff.

### ***Curriculum Provision and Development***

- To work with the Subject Leader in developing the teaching and learning programme to ensure that the programme remains relevant and up to date.
- To develop resources to enhance the teaching and learning programme for students.
- To contribute to the designated curriculum area and the department's/ school's development plan.
- To work with department colleagues in revising schemes of work to reflect external requirements, for example, when changes are made to examination specifications.
- To contribute to the further development of the curriculum area under the guidance of the subject leader.
- To contribute to and/or to reflect developments in whole school approaches to teaching and learning.

### ***Quality Assurance***

- To contribute to the process of monitoring and evaluation within the designated subject area. This will be within the school procedures for quality standards and performance, including the analysis and evaluation of annual examination results.
- In the light of evaluation procedures, each teacher should review their own teaching and learning strategies. As may be required, they should contribute to development work in the designated teaching area and to whole school initiatives focussed on action planning.

### ***Management of Resources***

- To contribute to the efficient and effective use of resources within the school, for the benefit of all colleagues and students.
- To assist the Subject Leader in identifying resource needs for the designated area.
- To contribute to the process of ordering equipment and materials and to work with colleagues to ensure fair and reasonable allocation of resources.

### ***Professional Growth***

- To cultivate and develop self-reflection, self-improvement to ensure professional growth which secures high standards of teaching and learning.
- To remain committed to the notion of professional growth by participating in the internal and external programme of professional development.
- To contribute to the professional growth of colleagues by participating in, and from time to time leading, department/ phase discussions relating to pedagogy.

- To engage actively in Appraisal. To shape challenging and measurable Appraisal Targets, ahead of the annual dialogue, with a view to further developing teaching and learning strategies and optimising student progression.
- In aspiring to career development, to understand the criteria for the Post Threshold Status and Upper Pay Range progression.

### ***Pastoral Support for Learning***

- To be a Form tutor/ Class teacher to an assigned group of students
- To promote the personal and academic progress of individual students and of the Form/ Class as a whole.
- To liaise with the Head of Year/Pastoral Team/ Phase Leader and other support agencies on a needs basis to facilitate progress.
- To register students, accompany them to assemblies and encourage them to make the most of the opportunities that the school offers.
- To evaluate and monitor the academic progress of students.
- To communicate, as appropriate, with parents.
- To use the monitoring system as stated in the School Behaviour Policy to ensure that each student is reaching their potential.
- To contribute to the PSHE and Citizenship programme.
- To liaise with safeguarding officers in accordance with school policy if and when appropriate.
- To ensure Pastoral Teams are kept informed of any underlying emotional or social factors affecting students' progress.

### ***Safeguarding, Health and Safety***

- To promote and safeguard the welfare of children and young people for whom you are responsible and with whom you come into contact with.
- To maintain good order and discipline among the pupils and safeguard their health and safety both when they are on school premises and when they are engaged in authorised school activities off the school premises.

### ***Communication with Parents/Carers and other Outside Agencies***

- To follow the agreed school procedure when communicating with parents on pastoral and / or academic issues.
- To play an active part in Open evenings, Parents'/Carers' Evenings, liaison events with partner schools and other agencies.

### ***Professional Standards***

- Refer to current Teacher Standards document.

## UPPER PAY RANGE RESPONSIBILITIES

A Teacher who is applying to go through the threshold or who has achieved post-threshold status is expected to continue to carry out the duties of a main pay range teacher (above) and in addition, must develop and maintain the following:

### UPR 1+2

- Continue to meet all the teacher standards.
- **Highly Competent** and secure knowledge of the relevant subject(s) taught and curriculum areas and how learning can be developed to ensure progress across the key stages. Detailed knowledge of external qualifications in subject area(s).
- Contribution to the school is continually **substantial** and **sustained** in all of the following areas:
  - Knowledge and understanding;
  - Teaching & Assessment;
  - Planning lessons;
  - Classroom management & Monitoring progress;
  - Pupil progress;
- Wider professional effectiveness – Personal development & School Development and Professional Characteristics as identified in the Teacher Standards.
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as or better than similar learners nationally.
- Continue to grow professionally by developing their teaching expertise post threshold working collaboratively as part of teams to promote consistency and effectiveness
- Inspire trust and confidence in pupils and colleagues.
- Contribute to the Professional Development of colleagues through coaching and mentoring demonstrating effective practice and providing evidence and feedback.
- Engage and motivate children (and staff, when relevant).
- Demonstrate analytical thinking.
- Improve the progress of pupils' learning throughout the school/ their own class.
- Actively lead/participate in raising standards throughout the school.
- Actively promote all elements of the school's vision statement.
- Personalise learning to provide opportunities for all learners to achieve their potential
- Developing awareness of well-being when considering the whole child.

### UPR3

Continue to meet the Teacher Standards and requirements of UPR 1+2, by playing a critical role in the school and in addition:

- Provide a role model for professionalism, teaching and learning and mentor junior colleagues when needed.
- Make a distinctive contribution to the raising of pupil standards and support the work of the department/school with students that are underachieving.
- Contribute effectively to the work of the wider departmental/ school team (e.g. through producing schemes of work, lesson plans, assessment booklets and on-line materials).
- Provide CPD opportunities at a departmental and whole school level.
- Use outcomes of CPD to effectively improve pupils' learning and ensure these are disseminated at a departmental/ phase/ school level as appropriate.

**NOTE:**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees are expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

In addition to the above, the post holder is expected to

- undertake any other duty as specified by the School Teacher Pay and Conditions Document (STPCD) not mentioned in the above
- participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements
- comply with the school's Health and Safety Policy
- support the school in meeting its legal requirements for worship
- actively promote the school's corporate policies
- be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

This job description is current at the date shown, but following consultation with you, may be changed to reflect or anticipate changes in the job which are commensurate with your salary and job title. This job description will be reviewed at each end of year appraisal / performance review cycle meeting.

Signature ..... Date .....

Principal / Executive Principal

Signature ..... Date .....

Postholder

## Person Specification

	ESSENTIAL	DESIRABLE	Evidence for selection from:
QUALIFICATIONS	<ul style="list-style-type: none"> <li>• Appropriate Degree</li> <li>• Qualified Teacher</li> <li>• English and Maths at GCSE or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of a range of supportive professional development.</li> <li>• Evidence of post-qualification development</li> </ul>	Application Form
EXPERIENCE	<ul style="list-style-type: none"> <li>• At least one teaching practice in another school</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with pupils across the Key Stages for Secondary</li> <li>• Evidence of successful leadership of a project or initiative</li> </ul>	Application Form and Letter
CURRICULUM	<ul style="list-style-type: none"> <li>• Understanding of current curriculum issues</li> <li>• Enthusiasm for the subject</li> <li>• Understanding of the importance of the inter-relationship between all areas of the curriculum</li> <li>• Ability to teach across Key Stages</li> <li>• Knowledge of ICT applications</li> <li>• Willingness to deliver the School's PSHE programme</li> <li>• Ability to contribute to extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of clear ideas about the delivery of the curriculum to all abilities</li> <li>• Evidence of the production of learning resources</li> <li>• Knowledge of the GCSE syllabus and appropriate 'A' level syllabus</li> </ul>	Application Form and Letter, Interview and Reference
MANAGEMENT	<ul style="list-style-type: none"> <li>• Evidence of effective classroom management strategies</li> <li>• Evidence of being an effective member of a team</li> <li>• Ability to meet deadlines and achieve targets</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of good classroom management techniques</li> <li>• Knowledge of Trust and school policies and procedures</li> </ul>	Application Form and Letter, Interview and Reference
PARENTS AND THE COMMUNITY	<ul style="list-style-type: none"> <li>• Understanding the importance of the partnership between parents and the school</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of involvement with Community groups and/or parents</li> </ul>	Application Form and Letter, Interview
PERSONAL QUALITIES	<ul style="list-style-type: none"> <li>• Ability to develop genuine, empathetic relationships with pupils and colleagues</li> <li>• Good communication skills</li> <li>• High level of commitment to the Trust and School</li> <li>• Ability to work in a team, follow instructions and be self-organising</li> <li>• Record of good attendance</li> </ul>		Application Form and Letter, Interview and Reference