

The duties outlined in this job description are in addition to those covered by the latest School Teacher's Pay and Conditions document and, where appropriate, supplemental to the Job Profile for a Classroom Teacher. It may be modified to reflect or anticipate changes in the job, commensurate with the salary and job title.

<p>Job purpose</p>
<ul style="list-style-type: none"> ▪ To take lead responsibility for providing leadership and management to secure: <ul style="list-style-type: none"> ○ High quality teaching ○ Effective use of resources ▪ Improved standards of learning and achievement for all
<p style="text-align: center;">Key accountabilities</p>
<p>Strategic Development</p> <p><i>Develop and implement policies and practices which reflect our school's commitment to high achievement, effective teaching and learning.</i></p> <ul style="list-style-type: none"> ▪ Create a climate which enables staff to develop and maintain positive attitudes towards the subject and confidence in teaching it ▪ Establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life ▪ Use data effectively to identify pupils who are underachieving in the subject, and create and implement effective plans to support those students where necessary ▪ Analyse and interpret relevant national, local and school data, as well as research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods ▪ With the involvement of relevant staff, establish short, medium and long term plans for the development and resourcing of the subject ▪ Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement
<p>Teaching and Learning</p> <ul style="list-style-type: none"> ▪ Ensure curriculum coverage, continuity and progression in the subject for all students, including more able students, students with special educational needs and students with English as an additional language ▪ Make sure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students ▪ Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students ▪ Ensure effective development of students' literacy, numeracy and IT skills through the subject ▪ Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement, set targets, and secure good progress ▪ Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching ▪ Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching ▪ Ensure effective development of students' individual and collaborative study skills ▪ Work with staff to establish a partnership with parents/carers to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets <ul style="list-style-type: none"> ▪ Develop effective links with the local community, including business and industry, in order to extend the curriculum, enhance teaching and to develop students' wider understanding

Leading and managing staff

- Help staff to achieve constructive working relationships with students and parents
- Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate
- Sustain your own motivation and, where possible, that of other staff involved in the subject
- Appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s)
- Audit training needs of subject staff
- Lead professional development of subject staff through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, local authority, subject associations
- Make sure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed
- Enable teachers to achieve expertise in their subject teaching
- Work with the SENDCO and any other staff with special educational needs expertise, to make sure that education, health and care plans are used to set subject-specific targets and match work well to pupils' needs
- Make sure that the principal, senior leaders and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans

Efficient and effective deployment of staff and resources

- Establish staff and resource needs for the subject and advise the principal and senior leaders of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money
- Deploy, or advise the principal on the deployment of staff involved in the subject to make sure the best use of subject, technical and other expertise
- Make sure the effective and efficient management and organisation of learning resources, including ICT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Use space to create an effective and stimulating environment for the teaching and learning of the subject
- Make sure that there is a safe working and learning environment in which risks are properly assessed

This job description may be amended at any time in consultation with the postholder.

I have read and understand the job requirements, responsibilities and expectations set forth in the job description provided for my position. I agree that I am able to perform the essential job functions as outlined.

Postholder's signature: _____ **Date:** _____

Name: _____

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<p>Job purpose</p> <ul style="list-style-type: none"> ▪ To take responsibility for teaching in order to provide effective teaching and learning for pupils, measured by the progress they make. ▪ To take responsibility for leading a tutor group.
<p style="text-align: center;">Key accountabilities</p>
<p>Strategic Development</p> <p><i>Contribute to the discussion of the school's aims and policies and participate in the implementation of policies, plans, targets and practices</i></p> <ul style="list-style-type: none"> ▪ Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which teachers work, and contribute to the development, implementation and evaluation of the policies and practice of the workplace, including those designed to promote equality of opportunity. ▪ Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
<p>Teaching and Learning</p> <p><i>Subjects and Curriculum</i></p> <ul style="list-style-type: none"> ▪ Have a secure knowledge and understanding of own subjects/curriculum areas and related pedagogy. ▪ Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range taught. <p><i>Planning</i></p> <ul style="list-style-type: none"> ▪ Plan for progression across the age and ability range taught, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge. ▪ Be flexible, creative and adept at designing learning sequences ▪ Plan lessons that are effective and consistently well-matched to learning objectives and the needs of learners ▪ 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, where appropriate, to sustain learners' progress and to extend and consolidate their learning. <p><i>Teaching</i></p> <ul style="list-style-type: none"> ▪ Teach challenging, well-organised lessons across the age and ability range taught in which: <ul style="list-style-type: none"> ▪ 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 is used. ▪ prior knowledge and attainment of those taught is built on in order that learners make sustained progress. ▪ language is adapted to suit the learners taught, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively. ▪ the learning of individuals, groups and whole classes is managed effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners. ▪ Teach engaging and motivating lessons ▪ Have well-grounded expectations of learners and designed to raise levels of attainment.

- 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.

Assessing, monitoring and giving feedback

- Know the assessment requirements and arrangements for the subjects/curriculum areas taught, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of own teaching, to monitor the progress of those taught and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment
- Provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development
- Be able to provide 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 and become successful independent learners.

Achievement and diversity

- Know how to make effective personalised provision for those taught.
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Resources and Environment for Learning

Learning environment

- Establish a purposeful and safe learning environment
- Make use of the local arrangements concerning the safeguarding of children and young people.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.

Pastoral

Health and well-being

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

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