Secondary Classroom Teacher
Job Profile

Job Holder :
Location: **Chase Terrace Academy**
Line Manager: **Head of Department**
Job Grade: **Teachers Pay Spine**
Working Time: **Part-Time**

Reporting Relationships

Responsible to: **Headteacher and Head of Subject/Faculty**

Key Relationships:
- Students and parents/carers
- Lead for curriculum area/department/faculty
- Other teachers and support staff
- Direct and supervise the work of Teaching Assistants to ensure impact on pupil progress
- Co-operation and liaison with other internal and external professionals as required

Statement of Purpose

Fulfil the duties of a teacher in accordance with Teacher Standards and School Teacher's Pay and Conditions, developing, implementing and delivering a broad, balanced and relevant curriculum for all students, incorporating statutory requirements.

Foster a safe learning environment and educational experience which facilitates and supports all students to fulfil their potential, monitoring individual and overall progress of the class. Champion equality, diversity and inclusion and ensuring all students feel valued in the classroom and school community.

Roles and Responsibilities:

Planning
- Assist in the design and provision an engaging curriculum through appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies.
- Plan, prepare and deliver a high-quality learning experience meeting the requirements of the National Curriculum with regard for the school's aims, policies and schemes of work. This includes planning for online learning when necessary and in accordance with school policy and national guidance.
- Provide clear structures for lessons including structured objectives to meet the needs of all students, through adaptive teaching methods and resources
- Set tasks which challenge students and ensure high levels of student interest, using a variety of delivery methods.
- Make effective use of assessment information on students' attainment and progress and in planning future learning opportunities.
- Identify and provide appropriate challenge for all students to inform planning.
- Understand and provide support for students eligible for Pupil Premium.

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- Have a clear understanding of the needs of all students including those with SEN, from all prior attainment groups, EAL and disabilities, and be able to use and evaluate distinctive teaching approaches to engage and support them. Liaise with SENDCOs and specialists to ensure that the needs of students on the SEND register are met.

Teaching and Class Management
- Undertake a designated programme of teaching using a variety of teaching and delivery methods appropriate to students' needs and demands of the syllabus, in line with the school's pedagogy.
- Establish and maintain a safe, stimulating, purposeful and effective learning environment for all students.
- Plan and communicate the role of the learning support staff in the classroom, liaising with them as appropriate.
- Impact knowledge and develop understanding through effective use of lesson time.
- Monitor and intervene when teaching to ensure students are appropriately supported, challenged, fully engaged and on task.
- Set appropriate and demanding expectations for presentation of work.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate.
- Prepare students for examinations and take part in standardisation or moderating exercises as required and directed.
- Promote the students' spiritual, moral, social and cultural development in line with school and curriculum area priorities.
- Deliver online learning as necessary and required by the school or national guidelines.

Monitoring, Assessment, Recording, Reporting and Accountability
- Assess, monitor, record and support the attendance, progress, development and achievement of all students, as a teacher and form tutor.
- Use appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for students of all backgrounds, abilities and dispositions, monitoring their progress and levels of achievement.
- Make accurate and productive use of data to monitor progress, set targets and plan subsequent teaching lessons.
- Provide developmental feedback to students guiding their learning to the next level.
- Meet deadlines for reporting, marking, submission of casework and other assignments.
- Provide reports on individual student progress to the Headteacher and parents.
- Attend Parents' Evenings and Open Evenings as required and directed and keep parents informed about their child's performance and future targets.

Behaviour Management
- Adhere to the school's behaviour procedures setting clear expectations for students and establishing routines.
- Set high expectations for students' behaviour, punctuality and attendance, establishing and maintaining a good standard of discipline through well-focused teaching and positive relationships, implementing school policies.
- Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect using praise, sanctions and rewards consistently and fairly in line with school policy.
- Maintain good relationships with students exercising appropriate authority and boundaries, acting decisively when necessary

Safeguarding & Pastoral Care
- Understand and implement safeguarding procedures of the school, promoting a positive environment where students feel safe.
- Be a form tutor to an assigned group of students.

- Promote the well-being of individual students and any class or group of students assigned to you.
- Liaise and work with relevant middle and senior leaders to ensure implementation of the school's guidance and support system.
- Register students, accompany them to assemblies, encourage full attendance at all lessons and participation in school life.
- Ensure that information is shared with colleagues to ensure the well-being of students in your care, including alerting colleagues to any problems experienced by students and making recommendations on how they can be resolved, supporting agreed next steps as necessary.
- Liaise and communicate with parents/carers and other external stakeholders to support the welfare of individual students, after consultation with appropriate staff.
- Contribute to the RHSE programmes, according to school policy.
- Provision of careers education and guidance ensuring all students are encouraged and supported to fulfil their potential and aspirations.

Other Professional Requirements
- Understand your professional responsibilities and have a working knowledge and understanding of relevant legislation.
- Understand and follow all school policies and procedures.
- Establish effective working relationships with colleagues.
- Set a good example through your presentation and your personal and professional conduct.
- Participate and contribute to meetings which relate to school management, curriculum, administration and organisation.
- Support the values, ethos and mission of the school and the Trust.
- Regularly review the effectiveness of own teaching and assessment practice and its impact on student progress, attainment and well-being.
- Refine practice, approach and behaviours based on self-reflection, feedback and the sharing of advice and good practice with colleagues.
- Keep up to date with research and developments in pedagogy.
- Participate fully in school life supporting school functions, extra-curricular opportunities and Trust events.
- Proactively prepare for, and participate in, appraisal conversations and performance management discussions.
- Promote good relationships with parents and carers, and other external stakeholders.
- Assist in identifying, ordering and allocating equipment, resources and materials

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 students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having a regard for the need to safeguard student's 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 student's 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.

Teachers are expected to comply with School Teachers' Pay and Conditions document and Teacher Standards.

Signature:…………………………………………………….. Date:.………………………………..

(Job Holder)

Secondary Classroom Teacher
Person Specification

Factors	Essential or Desirable	Measured By
Experience & Knowledge		
• Recent experience as classroom teacher within a secondary setting	E E	A/I A
• Knowledge of the relevant statutory frameworks and exam specifications	E	A/I
• Experience of teaching in relevant Key Stages in relevant subject	E	A/I
• Experience of successful strategies for raising students' achievement with innovative pedagogy	E	I
• Knowledge of effective behaviour management strategies and experience of implementation	E E	I A/I
• An awareness, understanding and commitment to the principles of inclusion, with experience of implementing strategies for challenging all students	E	I
• Understanding of how to support disadvantaged pupils by providing rich opportunities to enable vulnerable groups to make at least good progress	E	I
• Knowledge and understanding of monitoring, assessment, recording and reporting of students' progress	D	A/I
• Knowledge and understanding of strategies needed to establish consistently high aspirations, outcomes and behaviour	D D	A/I A/I
• Understanding of equality, diversity and inclusion and demonstrating this in teaching practice		
• Knowledge of careers education and guidance relevant to role		
• Experience of developing education provision from concept to delivery		
• Understanding of the local area and the strengths and challenges within those communities		
Qualifications & Training		
• Relevant degree	E	A
• Qualified Teacher Status	E	A
• Safeguarding Training	E	A/I
• Evidence of continued professional development or a willingness to undertake relevant training/development	D	A
Personal Skills		
• Take responsibility and accountability for the consistent progress of all students within allocated class/teaching group	E	I
• Ability to nurture, inspire, challenge and motivate students	E	I
• Ability to be an exemplary role model to students at all times	E	I
• Resilience, motivation and commitment to driving up standards of achievement and behaviour	E	I
• Be able to plan effectively to meet the learning needs of all students, based on data and learning outcomes	E E E	I A/I I

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• Good IT skills and a commitment to use technology to transform learning	E	I
• Able to develop and maintain good personal relationships within a team	E	I
• Ability to establish and develop positive and engaging relationships with parents and other stakeholders that enhance the education of all students	E	A/I
	E	I
	E	I
• Ability to demonstrate effective liaison with school stakeholders	E	I
• Adaptable and flexible		
• Ability to remain calm under pressure and manage conflict/challenging conversations in a professional manner	E	I
	E	I
• Good time management skills to ensure all directed and non-directed time is managed well and work priorities are met		
• Good organisational skills		
• Proactive engagement in performance management and professional development		
Behavioural Attributes		
• Approachable and caring manner to meet the needs of individuals within the school community	E	I
• Empathy with the needs of all students	E	I
• Enthusiastic, positive and determined with motivation to develop personally and professionally	E	I
• Ability to inspire students	E	I
• High level of integrity	E	I
• High personal standards at work	E	I
• Readiness to undertake self-reflection and evaluate own performance, with the motivation and commitment to change, develop and improve	E	I
• Willingness to be an active member of the whole school community	E	I
• Willingness to 'go the extra mile' when required	E	I
• Uphold Part 2 of Teacher Standards		

Key: A=Application Form, I= interview and selection process