

<b>Salary Scale</b>	TBC
<b>Duties</b>	The duties and competencies outlined in this job description complement those covered by the latest School Teacher's Pay and Conditions Document and WCGS Appraisal Booklet. The precise activities described below may develop and vary over time according to the needs and demands of the subject and other school-wide demands. Such changes are to be anticipated whilst still falling with the spirit and intent of this job description.
<b>Responsible to</b>	Subject Leader / Year Leader / Members of the Senior Leadership Team / members of the WCGS Academy Trust Leadership Team
<b>Responsible for</b>	Ensuring high standards in: Teaching, Learning and Assessment; Outcomes for Pupils; Personal Development, Behaviour and Welfare; Leadership and Management.

### Responsibilities

Model and nurture our core values of **commitment, compassion, courage** and **creativity** at all times.

#### Ensuring high standards in Teaching, Learning and Assessment

- a. Deliver high quality lessons in the spirit of the vision for learning set out by the school and your subject leader.
- b. Plan effectively for high quality teaching, learning and assessment through the creative design and effective implementation of Personal Learning Checklists, Assessments, Assessment Schedules and Schemes of Work.
- c. Engage in a collaborative approach to planning as far as possible.
- d. Engage in or deliver appropriate Continual Professional Development opportunities to enhance the quality of teaching, learning and assessment.
- e. Maintain a high awareness of current pedagogical and subject specific developments and adopt as appropriate.
- f. Assist in, and engage with, the monitoring and evaluation of the quality of teaching, learning and assessment within your Subject Area, in line with school policy, through the frequent use of learning observations, drop ins, works samples, student/parent/staff voice and assessment moderation.
- g. Ensure homework is used effectively to enhance and develop student learning.
- h. Accept and use regular feedback from monitoring and evaluation exercises.
- i. Plan and lead high quality educational trips and events that will enhance learning.
- j. Create a high quality learning environment in the Subject Area through learning focussed displays and resources.

### **Ensuring excellent Outcome for Pupils**

- a. Maintain a high awareness of how students can secure excellent outcomes in public examinations within your Subject Area through CPD, examination board marking and thorough analyses of past papers, recalled scripts and examiners reports.
- b. Ensure Personal Learning Checklists, Assessments and Schemes of Work in all Key Stages are designed to give students a high awareness of how to be successful and equip them with the skills to do so.
- c. Give students effective feedback in line with the School's assessment policy that is responded to effectively to enable them to be successful.
- d. Use School and departmental systems to track student attainment, progress, effort, conduct and organisation.
- e. Ensure attainment and attitudinal data, as well as written progress reports, are submitted to the School in line with School expectations.
- f. Use internal and external attainment, progress and attitudinal data to identify students or groups of students causing concern for any reason including low attainment, slow rates of progress, poor effort, poor conduct or poor organisation.
- g. Design and implement high impact interventions both in and outside of lessons that remedy these concerns and close attainment/progress gaps between groups of students such as SEN and Pupil Premium and the rest of the cohort.
- h. Use attainment and progress data to differentiate effectively in lessons to ensure appropriate levels of challenge for students.
- i. Liaise with Form Tutors, Year Leaders, Senior Leaders and any other relevant people to communicate key information about student attainment, progress and behaviour.
- j. Communicate key information about students to parents/carers in a timely manner through appropriate forms of communication such as email, phone calls, face to face meetings or parents' evenings.
- k. Use Individual Education Plans and advice from key professionals to ensure personalised provision and high rates of progress for disadvantaged students.

### **Ensuring high standards in Personal Development, Behaviour and Welfare**

- a. Deliver a curriculum that successfully enhances students' social, moral, spiritual and cultural development and reinforces key British values.
- b. Ensure there is a positive culture within your areas of work in which students are passionate about learning and conduct themselves impeccably.
- c. Build excellent, professional relationships with students based on mutual respect and trust.
- d. Use the School's Behaviour and Culture and Ethos policies correctly and effectively.
- e. Ensure students in your care are safe at all times and work in accordance with current School and nationwide child protection procedures.
- f. Record and log all sanctions, praise and intervention in accordance with Subject Area and School policy.
- g. Be visible before school, during break and lunchtimes and after school, offering support for staff and students within your Subject Area.
- h. Model high standards of professional conduct and dress at all times when representing the school.
- i. Deliver high quality form time sessions following guidance provided by Year Leaders when given.
- j. Mentor and intervene with members of your form group where appropriate, accurately logging interventions and monitoring their impact.

**Effectiveness of Leadership and Management**

- a. Maintain high quality working relationships with staff that contribute to creating a productive and happy working environment.
- b. Engage with the School’s appraisal system and use it proactively to develop as a professional.
- c. Assist your subject leader in reflecting on the effectiveness of your team both informally and through the Subject Area Self Evaluation Form and Development Plan to be reviewed twice a year.
- d. Prepare for Subject Area meetings using the ‘common agenda’. Also attend all other meetings as timetabled or required in directed time.
- e. Support the School in fulfilling the School Development Plan.
- f. Work with school leaders internally and externally in reviews and partnerships to develop good practice.
- g. Contribute to the formulation and review of School policies and procedures.
- h. Support the induction and mentoring of NQTs during their induction.
- i. Support the training of PGCE students within the school.

**Other duties**

- a. Attend all training and events required as part of directed time.
- b. Perform supervision duties as required.
- c. Perform all other reasonable requests from the Headmaster.

**Outcomes**

The work carried out helps raise student motivation, aspiration and achievement, improving behaviour and contributing to a wide range of school objectives within the School Development Plan (SDP)

Signature: .....

(Postholder)

Print name: .....

Date: .....

Signature:  
(Headmaster)



Print name: Mr J Bean

Date: 10 January 2023

Area	Essential	Desirable	Method of Assessment
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good Honours Degree, PGCE, QTS</li> </ul>	<ul style="list-style-type: none"> <li>• Higher degree or evidence of further study</li> <li>• A commitment to obtain further qualifications</li> </ul>	Application DCSF No. Certificates
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of relevant Continuing Professional Development (CPD)</li> </ul>		Application Interview
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Teaching across two Key Stages</li> <li>• Experience of planning and managing change within an aspect of subject based school work</li> <li>• Experience of teaching good and outstanding lessons</li> <li>• Experience of raising student attainment in an aspect of school work</li> <li>• Experience of working with a group of students offering pastoral support</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching up to Advanced Level / Oxbridge</li> <li>• Experience of researching and initiating subject focused initiatives</li> <li>• Experience of subject focused self-evaluation</li> </ul>	Application Interview References
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• An outstanding subject knowledge and its place within the national curriculum</li> <li>• The ability to teach good and outstanding lessons</li> <li>• The ability to communicate how to teach outstanding lessons</li> <li>• Strong interpersonal and communication skills</li> <li>• Highly effective time management, organisational and administrative skills</li> <li>• Up-to-date knowledge of best pedagogic practice and an understanding of strategies to improve Teaching &amp; Learning</li> <li>• Familiarity with or understanding of specific subject focused curriculum development initiatives for students aged 11-19</li> <li>• Advanced ICT skills and an imagination about the future impact of ICT on learning</li> <li>• Aware of how to deal effectively with child protection issues</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to communicate how to teach outstanding lessons</li> <li>• Ability to analyse data for specific subject and pastoral focused purpose</li> </ul>	Application Interview Lesson Observation Case Study Task References
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• The ability to command respect amongst colleagues and students</li> <li>• A drive for continuous improvement</li> <li>• High standards embracing honesty, integrity, loyalty and trustworthiness</li> <li>• Strong intellect, energy and a positive approach to opportunities and challenges</li> <li>• Capacity to think incisively and strategically</li> <li>• The capacity to inspire confidence in stakeholders and work collaboratively</li> <li>• Ability to be flexible and to welcome change</li> <li>• Ability to show good judgement under pressure</li> <li>• Good team player</li> </ul>		Application Interview Role Play References