

TEACHING JOB DESCRIPTION EKC Sheppey Secondary

Post: Classroom Teacher – MPS and UPS

Responsible To: Leadership Team

Summary of Post: To be responsible for the education of all children, pupils and students ensuring that all learners can meet or exceed their potential. Classroom teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills up-to-date and forge positive professional relationships with all learners always modelling the school culture and ethos; and work with families in the best interests of their children, pupils or students.

Tier of role: Classroom Teacher - MPS

Key descriptor: Professional

Scope of role: Established professional, responsible for teaching and learning, ensuring whole-school impact on both academic and pastoral outcomes.

Autonomy: Manages and delivers independently at classroom level, leading additional adults as required.

Knowledge of role: Professional knowledge (Level 6+) combined with excellent subject knowledge and understanding of wider implications of remit.

Skills – Technical & Practical: MPS: As set out in the Teachers Standards; **UPS:** Highly competent in all areas of the Teacher Standards and overall quality of teaching is consistently outstanding

Qualifications/Experience: QTS/QTLS

Supervision of others: Coach or mentor to other staff

Management by others: Strategic decisions, policy development, culture and ethos set by senior leaders and implemented by teachers

Key Responsibilities:

1. To meet the Teachers Standards [UPS: and the criteria set out in the Trust Pay Policy]
2. Plan and prepare long term plans, schemes of learning, lessons and homework which utilise a range of strategies and effectively assess all children, pupils and students to ensure that they can make expected or better progress.
3. To attend and participate in meetings of the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
4. To undertake all mandatory training, be a reflective practitioner and participate in continued relevant professional development.
5. To contribute as appropriate to the professional development of other teachers and support staff, including the induction and assessment of Early Career Teachers.
6. To support the ongoing needs of the school, as appropriate.
7. To deliver a curriculum that promotes personal development and prepares children, pupils and students for their next steps.
8. To assess, record and report on the development, progress and attainment of children, pupils and students, according to departmental and whole-school policies and procedures.
9. To participate as required in the supervision and safeguarding of children, pupils and students in unstructured time e.g. breaks and assemblies.
10. To accurately register children, pupils and students at a.m. and p.m. registration and during lessons and at any other time necessary before, during or after school.
11. To support all colleagues in ensuring that all school policies, guidance and procedures are always adhered to.
12. To communicate, consult, include and foster excellent relationships with all stakeholders.
13. To take responsibility for the care of resources, accommodation and fabric of the school such as: IT devices etc.
14. To accept responsibility for own safety – as well as that of the children, pupils and students and colleagues with whom you work.
15. To ensure all children, pupils and students and colleagues are safeguarded and appropriate actions are taken to identify and respond to any welfare concerns in line with school policies and procedures ensuring the school meets its statutory and moral obligations.
16. To ensure engagement of children, pupils and students in school enrichment activities.

17. Ensure high-quality provision through quality first teaching and learning and subject leadership which meets the needs of all children, pupils and students to enable them to meet or exceed their potential.

Specific Duties:

1. To maintain and demonstrate specialist knowledge and understanding in the areas that you teach.
2. To provide individual contact, knowledge and support for children, pupils and students and to liaise with families and other staff, as appropriate.
3. To contribute to the personal and social education of children, pupils and students generally and specifically through the teaching of the PHSE programme and/or preparation for adulthood, where required.
4. To ensure children, pupils and students are effectively prepared for their next steps in education including mock and public examinations and statutory assessments as applicable
5. To support with student management inside and outside the classroom, including unstructured times
6. To undertake moderation and assessment to impact on outcomes

UPS:

1. Demonstrate wider consistent contribution across the school and impact beyond own class(es) including to the ethos and community, and to policy and practice improving teaching and learning across the school
2. Demonstrate continual improvement as a practitioner and class(es) effectively support colleagues in developing their practice

Note: As a new school, opening September 24, responsibilities and specific duties may be subject to change in the first year of operation.

General Duties and Responsibilities:

1. You will be responsible for upholding our values and ethos and championing the inclusion and belonging of our Academy and Trust communities.
2. You will be responsible for protecting pupils and staff from all preventable harm as per Safeguarding procedures.
3. To participate in the staff support & development programme and to undertake training based on individual and organisation needs.

4. To undertake continuing professional development to support our culture of continuous improvement and keep up to date with the skills required to fulfil the role.
5. To comply with all Academy and Trust policies and guidelines as well as legislative requirements. Including education, health & safety and data protection and all staffing policies.
6. To demonstrate positive personal and professional behaviour as specified in the Staff Code of Conduct.
7. To partake in quality assurance, appraisal and monitoring and meet minimum relevant occupational standards.
8. To undertake any other duties commensurate with tier as may be reasonably requested.

Please note:

This job description is a guide to the work you will initially be required to undertake. It summarises the main aspects of the job but does not cover all the duties that the job holder may have to perform. It may be changed from time to time to meet changing circumstances.

It does not form part of your contract of employment and as your experience grows, you will be expected to broaden your tasks, suggest improvements, solve problems and enhance the effectiveness of the role.

Line manager's
signature: _____

Date: _____

Postholder's
signature: _____

Date: _____

PERSON SPECIFICATION Tier of Role: Classroom Teacher		Application	Interview	Shortlisting Weighting
Skills and Knowledge				
1.	Ability to communicate positively with children and foster positive and mutually respectful relationships	✓	✓	6
2.	Ability to work supportively and collaboratively within a team.	✓	✓	4
3.	Ability to reflect upon and improve your teaching practice	✓	✓	6
4.	Knowledge of the National Curriculum.	✓	✓	6
5.	A good understanding of the importance of literacy and numeracy across the curriculum	✓	✓	4
6.	Excellent communication, organisation, report-writing and presentation skills.	✓	✓	4
7.	A good understanding of how to assess pupil progress.	✓	✓	4
8.	Ability to work under pressure, problem solve, prioritise and meet tight deadlines	✓	✓	4
9.	A thorough understanding of how teaching strategies and quality first teaching can be best utilised to have a positive impact on all children, pupils and students.	✓	✓	6
10.	Innovative approach to curriculum development and design to maximise and enhance the children, pupils and students learning experience.	✓	✓	6
11.	Demonstrable awareness of; Prevent, British Values, Safeguarding, Equality and Diversity and how they form a significant aspect of professional teaching practice	✓	✓	4
12.	Actively contribute to the school's Safeguarding practice, procedures, culture and ethos	✓	✓	6
Education and Experience				
1.	A proven track record of achieving challenging improvement targets	✓	✓	6
2.	A minimum of 3 years teaching experience with successful outcomes.	✓	✓	6

3.	Experience of managing budgets	✓	✓	6
4.	Experience of highly effective curriculum planning and design	✓	✓	6
5.	Proven experience of successful line management and staff development	✓	✓	6
6.	Teaching qualification	✓	✓	6
7.	Educated to degree level or equivalent	✓	✓	6
8.	Maths Level 2 (e.g. equivalent to GCSE grade C / 4 or above)	✓	✓	4
9.	English Level 2 (e.g. equivalent to GCSE grade C / 4 or above)	✓	✓	4
Personal Qualities				
1.	Act with professional integrity and diplomacy at all times.	✓	✓	6
2.	A commitment to getting the best outcomes for all children, pupils and studentss and promoting the ethos and values of the Trust and school	✓	✓	6
3.	Commitment to own learning and development and desire to share skills and practice with others.	✓	✓	6
4.	Robust, resilient and calm under pressure; resilient to peripheral issues, focuses on the task and strives to deliver	✓	✓	6
5.	Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position	✓	✓	6

Advice to candidates

This post is subject to an enhanced disclosure from the Disclosure and Barring Service.

In completing your application please draw attention to the extent to which you meet each of the criteria in the person specification marked as being assessed at application stage. Please use examples of where you have demonstrated the criteria with as much detail as possible to assist in the shortlisting process.



The shortlisting weighting indicates which criteria are the most important to the recruiting manager:

- 6 Minimum/critical - criteria which is essential for the role i.e. it would be extremely difficult for the person to carry out the role without already having these essential skills, experiences or qualifications.
- 4 Important - criteria that would be significant to the candidate being successful in the role. These may be skills, experiences or qualifications that have substantial meaning for the role but could be supported or taught on the job.
- 2 Other relevant -. It would be great if the candidate had, but is not expected to be shortlisted.

Failure to meet all the minimum/critical criteria would not necessarily preclude your application. Consideration will be given to experience and life skills. Continual Professional Development will be supported and encouraged.

Please be aware should we have a large number of applications for any of our roles we may complete the shortlisting of candidates based on the minimum/critical criteria only.