

Job Description Teacher

Accountable to: Subject Leader

Core Purpose:

To promote the development of the abilities and aptitudes of the students in any class or group assigned.

Key Responsibilities:

1. To plan, prepare and teach outstanding and good courses and lessons.
2. To teach, according to students educational needs, the students assigned, including the setting and marking of work to be carried out by the student in the Academy and elsewhere.
3. To assess, record and report on the development, progress and attainment of students.
4. To promoting the general progress and well-being of individual students and of any class or group of students assigned.
5. To provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions.
6. To write records and reports on the academic, personal and social development progress and needs of the students as required.
7. To communicate professionally and effectively with the parents/carers of students.
8. To communicate and co-operate with persons or bodies outside of the Academy.
9. To participate in meetings arranged for any of the purposes described above.
10. To provide or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
11. To participate in arrangements made in accordance with the 2002 Regulations or the 2006 Regulations or Academy PM policy for the appraisal or review of the teacher's performance and that of other teachers and staff.
12. To participate in ongoing self review and further training and development, particularly those identified and outlined through the Performance Management process.
13. To participate in cross Academy development planning.
14. To implement all Academy policies.
15. To advise and co-operate with the Principal and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.
16. To ensure to adhere to all the examination regulations of the examinations board.
17. To ensure that students are taught in accordance with all examination regulations.
18. To ensure to keep up to date with all examination requirements of all courses taught.
19. To maintain good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the Academy premises and when they are engaged in authorised Academy activities elsewhere.
20. To participate in all scheduled meetings which relate to the curriculum for the Academy or the administration or organisation of the Academy, including pastoral arrangements, options evenings, Open evenings or the annual Saturday morning open days ,achievement evenings and other evenings as requested by the Principal.
21. To supervise and so far as practicable teach any students where the person

University of Kent Academies Trust

timetabled to take the class is not available to do so. (teachers should be required to cover only rarely, and only in circumstances that are not foreseeable. This does not apply to teachers who are employed wholly or mainly for the purpose of providing such cover).

22. To participate in arrangements for preparing students for external examinations, assessing students for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for students presentation for, and conducting, such examinations.
23. To invigilate in emergency situations where invigilators cannot be found any public exams.
24. To contribute to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations.
25. To assist the Principal in carrying out threshold assessments of other teachers for whom the teacher has management responsibility.
26. To co-ordinate or manage the work of other staff.
27. To take such part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.
28. To participate in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school.
29. To attend and take assemblies as requested.
30. Register the attendance of students and supervise students, whether these duties are to be performed before, during or after Academy sessions.
31. To carry out clerical and administrative nature which call for the exercise of a teacher's professional skills and judgment.
32. To mentor and coach small groups and individual students as part of the Academies pastoral and academic mentoring system.

A teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties.

Guaranteed planning and preparation time

A teacher will be given reasonable periods of time ("PPA time") to enable the teacher to carry out duties usually not less than 10% of the teacher's timetabled teaching time.

Professional Standards

1. To establish fair, respectful, trusting, supportive and constructive relationships with students and Academy staff and stakeholders.
2. Hold positive values and attitudes and adopt high standards of behaviour in their

University of Kent Academies Trust

- professional role
3. Maintain an up-to date knowledge and understanding of the professional duties of teachers .
 4. Contribute to the development, implementation and evaluation of the policies and practice of the Academy, including those designed to promote equality of opportunity.
 5. Communicate effectively with students, young people and colleagues.
 6. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
 7. Encourage parents and carers to participate in discussions about the progress, development and well-being of their children.
 8. Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment
 9. Work purposefully, collaboratively and co-operatively with all stakeholders.
 10. Have a creative and constructively critical approach towards innovation; adapting and adopting ideas where benefits and improvements can be made.
 11. Developing projects with the sponsor.
 12. Act upon advice and feedback and be open to coaching and mentoring.
 13. Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
 14. Ensure full use of the Academy VLE and new learning technologies to engage learners - designing and uploading lessons including using video formats, wikis and forums.
 15. Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public Examinations and qualifications.
 16. Know a range of approaches to assessment, including the importance of formative assessment .
 17. Know how to use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of those they teach and to raise levels of attainment.
 18. Use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
 19. Ensure secure knowledge and understanding of the subjects/curriculum areas and related pedagogy including: the contribution that the subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
 20. 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 they teach.
 21. Use skills in literacy, numeracy and ICT to support teaching and wider professional activities.

Person Specification Teacher

Attribute	Essential	Desirable
Qualifications / Training:	<ul style="list-style-type: none"> • Good honours degree • Qualified Teacher Status. • Ongoing relevant CPD and a commitment to continuous learning for life. 	Masters level or PHD qualification
Experience	<ul style="list-style-type: none"> • Evidence of successful and excellent classroom practice. • Evidence of securing regularly good/outstanding student attainment and achievement outcomes • Evidence of a commitment to the pro active promotion of the equalities and diversity agenda. • Evidence of the successful use of ICT for learning • Evidence of excellent /good student behaviour management • Experience of being a well organised and efficient and effective administrator • Excellent ICT skills and ability to use a range of software packages to support learning • Demonstrable evidence of using a range of target setting and benchmarking data to raise attainment in area of work. 	<ul style="list-style-type: none"> • Experience of working in a school in challenging circumstances • Innovative classroom practice using ICT learning tools including handheld technologies and games
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> • Understanding of the current education scene • Ability to accept and give constructive criticism • Ability to inspire confidence, engender trust and gain consensus with colleagues and wider community. • Excellent written and presentational skills. • Excellent interpersonal skills and sensitivity to cross cultural issues. • Collaborative approach to decision making. • Ability to reflect and analyse and action both independently and collaboratively. • Ability to work co – operatively with others persuading, negotiating, and influencing in a variety of circumstances. • Ability to think and work creatively and flexibly whilst working with close attention to detail and under pressure to meet deadlines. • High expectation of oneself and others • Personal integrity, commitment to fairness and equity. • Ability to take, implement and follow through unpopular decisions. • Commitment to the Academy's specialisms 	<ul style="list-style-type: none"> • Understanding of the future education scene • Commitment to community learning. • Knowledge and practical application of leadership, management and educational theory and philosophy