



# OLDFIELD SCHOOL

## Job Description

<b>Position:</b>	Teacher
<b>Responsible To:</b>	Leader of Learning
<b>Grade:</b>	MPS/UPS
<b>Disclosure Level:</b>	Enhanced DBS

### Core purpose of the post:

- To have responsibility for the planning, delivery and assessment for allocated/identified groups of students; to ensure they achieve their individual potential. Having due regard to the requirements of the curriculum, the school's aims, objectives and schemes of work and any policies of the Governing Body.
- To share in the corporate responsibility for the education, wellbeing and discipline of all students.
- Supporting the development of all students in a tutor group.

### Duties and responsibilities attached to this post are as follows:

#### Core Responsibilities

1. To have responsibility for the planning, delivery and assessment for allocated/identified groups of students;
2. To facilitate and encourage a learning experience which provides all students with the opportunity to achieve their individual potential;
3. To monitor and support the overall progress and development of students as a teacher and to ensure student achievement within allocated groups is at least in line with expectations;
4. To be accountable for progress and achievement of students within these groups;
5. To contribute to raising standards of student attainment;
6. To establish and maintain a purposeful working atmosphere in lessons;
7. To encourage high expectations;
8. To review and contribute to faculty schemes of work;
9. To produce colourful and stimulating wall displays including the display of students' work so as to provide a safe and positive learning environment.

#### Teaching

1. Plan appropriate high quality learning experiences for all allocated groups of students; which meets internal and external quality standards;
2. Use knowledge of prior attainment and on-going assessment data to ensure planned learning activities are appropriate for all students, providing support for students with SEN and challenge

for more able students;

3. Mark, assess, grade, record, provide diagnostic feedback and report on students' work regularly in accordance with published school and subject feedback policies;
4. Provide, or contribute to, oral and written assessments, reports and references relating to individual students or groups of students;
5. Undertake regular assessments of students' progress, in accordance with published school, subject and examination board assessment requirements; report the outcomes of such assessments to the subject leader, students and parents as appropriate; ensuring all set deadlines are met;
6. Attend parental consultation evenings for all groups of allocated students.
7. Consistently teach lessons at a standard in line with the expectations of the Oldfield Standard, with the aim of consistently exceeding this;
8. Manage the classroom behaviour of allocated groups of students using the school's published procedures for rewards and sanctions to encourage high standards of punctuality, behaviour, standards of work and homework;
9. Attend all subject team meetings and all pastoral team meetings as per staff calendar;
10. Contribute to developments within the subject/house team, as agreed with the Subject Leader/Leader of Learning /Pastoral Staff;
11. Contribute to the delivery of revision, coursework, catch-up and enrichment programmes, as agreed with the Subject Leader/Leader of Learning;
12. To take responsibility for personal professional development and to keep up to date with changes to exam board specifications, research and development in pedagogy and subject teaching;
13. Except in emergencies, ensure appropriate cover work is set when unable to fulfil teaching responsibilities.

#### **Pastoral**

1. Be responsible for the accurate completion of the register and recognise its importance as a legal document;
2. To monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary;
3. To be aware of all the specific needs of their groups i.e. Pupil Premium, Service Children, vulnerable, CP etc.
4. To act as a Form Tutor and carry out the duties associated with the role;
  - Promote the general progress and well-being of individual students and of the Tutor Group as a whole.
  - Liaise with the relevant HOY to ensure the implementation of the school's pastoral system.
  - Implement the relevant pastoral programme for the year group.
  - Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
  - Monitor the progress and behaviour of students and liaise with the HOY if intervention is required.
  - Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.
  - Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff.
5. To contribute to PSHE, citizenship and enterprise education.

## **General**

1. To actively support the vision, ethos and policies of the school;
2. To promote and safeguard the welfare of children you come into contact with and to uphold the school's Safeguarding Children and Child Protection;
3. Undertake any other responsibilities or tasks as reasonably requested by the Headteacher;
4. This job description only contains the main duties relating to this post and does not describe in detail all the tasks required to carry them out;

## **Special Notes and Conditions**

The nature of the work necessitates strict confidentiality, no information obtained during or after working hours should be discussed other than with relevant staff.

## **Teachers on Upper Pay Spine (UPS)**

In addition to the Main Scale specification, teachers who have progressed to the Upper Pay Spine will be expected to undertake additional responsibilities in line with their contracts and the STPCD.

The scope of these should increase along with UPS progression (ie UPS1 to 3):

- Consistently teach lessons at a standard exceeding the expectations of the Oldfield Standard. Where appropriate, to model best practice for other staff including teaching 'demonstration lessons' as required.
- Contribute to developments within the subject/year team and lead on appropriate aspects, as agreed with the Subject Leader/Leaders of Learning and/or member of SLT with the responsibility for CPD.
- Develop resources for use by other staff.
- Undertake induction, coaching and mentoring of identified staff or trainees, as agreed with the member of SLT with responsibility for CPD.
- Contribute to the whole school professional development programme as appropriate.
- Actively pursue ways to improve working practices and student outcomes across the school.
- Provide guidance, support and mentoring for identified students.

*This role profile is not exhaustive; it will be subject to periodic review and may be amended to meet the changing needs of the business. The post holder will be expected to participate in this process and Oldfield School would aim to reach agreement to the changes.*

*Oldfield School is committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check.*

## **Person Specification**

*The following person specification outlines the key skills and experience required for this position.*

*The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.*

*The panel will use the following assessment tools: application form; interview / assessment activities; reference and other employment checks.*

### **Essential / Desirable (D)**

#### **Qualifications**

- Relevant good Honours degree
- Qualified Teacher Status
- Evidence of wider, recent and relevant professional development (D)

#### **Experience**

- Experience (as Teacher/Trainee) in a mixed comprehensive school (D)
- Experience of variety of teaching strategies
- A proven track record demonstrating progress made with own classes (D)
- Evidence of having kept abreast with developments in teaching and learning in the subject (D)
- Experience in using new technologies to improve learning (D)
- Experience of Form Tutoring (D)
- Experience outside education (D)

#### **Knows about:**

- Full working knowledge of national curriculum for the subject
- Working knowledge of relevant subject examination syllabuses
- Understanding of the key national developments affecting the subject
- Up to date subject knowledge including understanding of assessment techniques, AfL and active /interactive teaching methodologies in teaching

#### **Able to:**

- Demonstrate excellent and innovative classroom practice
- Use ICT with a broad range of ICT skills
- Inspire and engage students
- Improve students' behaviour
- Communicate clearly, both verbal and written
- Build good relationships with students and colleagues
- Use effectively to data to monitor/track student progress and support learning (D)

#### **Committed to:**

- Providing students with a first-class education
- A collaborative school vision of excellence and equity that sets high standards for every student
- The setting and achieving of ambitious, challenging goals and targets
- Inclusion and the ability and right of all to be the best they can be
- The raising standards for all in the pursuit of excellence
- The continuing learning of all members of the school community
- A willingness to learn and ask for support
- The developing and sustaining of a safe, secure and healthy school environment
- Effective team work within the school and with external partners
- Involvement of parents and the community in supporting the learning of children and in defining and realising the school's vision
- Supporting the full life of the school especially extra-curricular activities

### **Personal Qualities**

- High levels of motivation and energy, ambitious and upbeat
- Enthusiasm, drive and a love for the job
- Clear vision and an innovative approach
- Flexible and collaborative
- A passion for ensuring all aspects of school life demonstrate integrity and respect
- Sense of humour and ability to work under pressure whilst maintaining an appropriate work/life balance
- Be passionate about teaching and learning
- Be passionate about high standards and achievement and excellence for all
- Enthusiasm for student welfare, their success and happiness
- Ambition to progress further in the profession (D)
- Aims to be an **excellent** teacher