



# Castle Newnham Federation

## Job Description

<b>Post:</b>	Teacher
<b>Responsible to:</b>	An identified member of SLT as appropriate
<b>Grade</b>	NQT / MPS
<b>Key relationships:</b>	Federation Senior Leadership Team; relevant teaching and associate staff; LA representatives; partner professionals; parents; local community; professional association (A.L.L.)
<b>Location:</b>	Castle Newnham – principally the North site on Polhill Avenue
<b>Working pattern:</b>	Full-time and as described in the School Teachers' Pay and Conditions Document or part-time by agreement with the federation principal.
<b>Disclosure Level:</b>	Enhanced
<b>Job purpose:</b>	To teach in your appointed subject area and to ensure that the standards of teaching and learning across the federation, particularly in secondary are high by being at the cutting edge of development in your subject, modelling and sharing good practice. To develop the federation as a centre for excellence for your chosen subject.

### Responsibilities:

#### Teaching, learning and assessment:

- Set appropriate and demanding expectations for pupils' learning, motivation, and presentation of work based on a sound knowledge of their prior attainment;
- Work collaboratively as part of a subject or phase team to plan consistent and effective sequences of lessons and associated resources;
- Set and mark work for pupils absent from school for health or disciplinary reasons;
- Set and make clear high expectations for pupils' behaviour by establishing a purposeful working atmosphere in accordance with federation strategies;
- Ensure positive relationships with pupils based on warmth and respect;
- Follow the behaviour policy in monitoring, recording and acting to improve any incidents of poor behaviour;
- Deliver teaching which develops the skills and knowledge required in order to succeed in the subject area(s);
- Provide regular guidance to pupils on the work they have done and how to improve it in accordance with federation policy on feedback and marking;
- Attend the appropriate parents' evenings to keep parents informed about the progress of their child;
- Be familiar with the code of practice for identification and assessment for Special Educational Needs and Disabilities (SEND) as well as federation practice in this area and contribute to / make use of appropriate documentation;
- Support all pupils to achieve regardless of their SEND or stage of learning English or home disadvantage;
- Work in collaboration with support staff attached to any teaching group;
- Set clear targets for pupils' learning building on and ensuring mastery of knowledge and skills;

- Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, with clear presentation and good use of resources;
- Set and monitor pupils' homework providing constructive oral and written feedback;
- Secure progress towards challenging pupil targets. Praise effort and improvement and acknowledge achievement using guidance from the federation;
- Recognise that learning takes place outside the federation context and provide opportunities to develop pupils' understanding by relating their understanding to real-life examples.

### **Care and guidance**

- Undertake responsibility for a tutor group or for any other arrangement for the care and guidance of pupils as is required by the federation, including tutor, pupil, interviews and coaching and mentoring;
- Be the first point of contact for parents of this group;
- Monitor the social, personal, academic and vocational progress of individuals in their designated group;
- Be prepared to undertake responsibility as required for the delivery of the PSHCE programme;
- Promote good attendance and monitor in accordance with the federation's attendance policy;
- Understanding the need to liaise with partner professionals responsible for pupils' welfare, care and guidance.

### **Professional standards**

- Support the ethos, vision, principles and values of the federation;
- Treat colleagues, pupils and all members of the community, with respect and consideration;
- Treat all pupils fairly, consistently and without prejudice;
- Set a good example to pupils in terms of appropriate dress, standards of punctuality and attendance;
- Support the aims of the federation through attendance at and participation in events such as open evenings, option evenings and the like (as appropriate to responsibilities);
- Support the ethos of the federation by upholding the behaviour policy, uniform rules, etc;
- Take responsibility for own professional development and participate in arrangements as adopted by the federation for the assessment of own performance and that of colleagues;
- Reflect on own practice as well as the practices of the federation with the aim of achieving excellence in every area of our work;
- Read and adhere to the various policies of the federation and implement federation improvement plans;
- Participate in the development and management of the federation by attending various team and staff meetings;
- Ensure that all deadlines are met as published in the school calendar;
- Be proactive and take responsibility for matters relating to health and safety;
- Promote lifelong learning and promote enrichment and extension activities within the federation;
- Participate actively in the review and setting of appraisal objectives agreed annually;
- Support and contribute, as required, to the federation's programme for Initial Teacher Training and to the programme of teaching and learning briefings.

### **Knowledge and understanding**

- Demonstrate a clear and well thought-out understanding of current educational issues, theory and practice;
- Have a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements;
- Have a secure knowledge and understanding of a specialised subject(s) or phase, including subject knowledge and sound knowledge of GCSE courses and assessment arrangements;
- Understand progression in the specialised subject(s) or phase;
- Cope securely with subject-related questions which pupils or parents raise and know about pupils' common misconceptions and mistakes as related to the specialised subject.

## **Safeguarding children**

**Castle Newnham Federation is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.**

## **General**

**The above responsibilities are subject to the general duties and responsibilities contained in the Teachers' Terms and Conditions.**

**The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.**

**This job description and person specification may be renegotiated by the federation principal if changing circumstances arise.**



## Personnel Specification Teacher

Areas of Assessment	Essential	Preferred
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• First Degree or other suitable professional qualification</li> <li>• Evidence of Professional Development</li> <li>• QTS (or working towards)</li> <li>• Suitable coaching qualifications</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching in a secondary setting either on teaching practice or as part of current/previous employment</li> <li>• Experience of assessment of accurate attainment and progress</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with children across the whole age and attainment range.</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• High expectations of pupil performance and behaviour</li> <li>• Maintaining a caring and supportive class environment and effective deployment of support staff</li> <li>• Evidence of planning effective lessons and using ICT to enhance teaching</li> <li>• A working knowledge of assessment and evidence of high pupil achievement in your classes</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the need for personalisation in the curriculum.</li> <li>• Ability to teach outside of the particular subject area.</li> </ul>
<b>Philosophy</b>	<ul style="list-style-type: none"> <li>• Self-motivated and self-reliant</li> <li>• Commitment to the post and a commitment to excellence</li> <li>• Commitment to innovation and change</li> <li>• Dedication to duty and to helping pupils overcome barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of how pupils learn.</li> <li>• Enthusiasm for school improvements.</li> <li>• Totally inclusive philosophy.</li> </ul>
<b>Other factors, skills and knowledge</b>	<ul style="list-style-type: none"> <li>• A well-presented letter</li> <li>• Good communication skills</li> <li>• A commitment to the whole-school philosophy</li> <li>• Resilient, reliable, well-motivated, hard working</li> <li>• Ability to listen and act upon advice</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement in the life of the school outside the subject area.</li> <li>• A positive, enthusiastic approach.</li> </ul>