

JOB DESCRIPTION & PERSON SPECIFICATION – TEACHER OF ENGLISH

SCHOOL: Ashwell Academy

REPORTING TO: Principal

DATE PREPARED: March 2018

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Academy's Equal Opportunities in Employment Policy.

PURPOSE:

- The education and welfare of a designated group of pupils, having due regard to the requirements of National Curriculum Guidance for KS 3 & 4, National Curriculum, Agreed Syllabus for Religious Education, the school's aims, objectives and schemes of work and any policies of the Management Committee.
- To facilitate and encourage learning which enables pupils to achieve high standards.
- To participate in the strategic leadership of the school and contribute to the professional development of staff.
- To take an active part in the review and development of an area of the curriculum / school in accordance with the school's procedures for self evaluation
- To promote and safeguard the welfare of the pupils.

*This Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers' Pay and Conditions Document, sections 48 to 50. The post holder will be expected to undertake duties in line with professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

PRINCIPAL ACCOUNTABILITIES: Main Tasks/ Duties/ Responsibilities.	
Teaching and Managing Pupil Learning	
1.	<p>Leading Learning and Teaching</p> <ul style="list-style-type: none"> • Ensure a consistent and continual focus school-wide and beyond, on raising pupils' achievement. • Lead and model a culture and ethos of challenge and support where all members of the learning community take responsibility for their own learning and achieve success. • Lead and contribute to the implementation of strategies which secure high standards of behaviour and attendance. • Be responsible for the leadership, co-ordination and development of a significant area of learning and teaching throughout the school. • Take a strategic role in the development of new technologies to enhance and extend the learning experience of all members of the school community. • Be familiar with the Code of Practice and identification, assessment and support of students with special educational needs. <p>Teaching and Managing Pupil Learning</p> <ul style="list-style-type: none"> • Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. • Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources. • Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
PRINCIPAL ACCOUNTABILITIES: Main Tasks/ Duties/ Responsibilities.	
Planning and Setting Expectations / Pupil Achievement:	
2.	<ul style="list-style-type: none"> • Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught. • Set appropriate and demanding expectations for pupils' learning and motivation. • Set clear targets for pupils' learning, building on prior attainment. • Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs). <p>Creating the future</p> <ul style="list-style-type: none"> • Work with the rest of the staff to build on the school's vision ensuring it is fully embraced, clearly articulated and acted upon effectively by all. • Embody the vision and values of the school. • Motivate and work with others to create a shared culture and positive climate. • Support the rest of the staff to ensure that strategic planning takes account and responds to diversity, values wider local and national agendas and experiences of the school community at large.

PRINCIPAL ACCOUNTABILITIES: Main Tasks/ Duties/ Responsibilities.	
Assessment and Evaluation	
3.	<ul style="list-style-type: none"> • Use data and benchmarks to monitor progress in every child's learning and focus teaching across specific phase. • Monitor and evaluate the quality of teaching and standards of learning and achievement of students across specific phase. • Consistently implement the school's procedures for assessment. • Undertake accurate formative and summative assessment of learning and use these assessments to inform the teaching. • Consistent implementation of the school's procedures for assessing pupil progress. • Mark and monitor pupils' class and homework in accordance with procedures for 'Feedback and Marking,' providing constructive oral and written feedback, setting targets for pupils' progress. • Prepare and present informative analytical reports and present to the Head and the Management Committee.
PRINCIPAL ACCOUNTABILITIES: Main Tasks/ Duties/ Responsibilities.	
Relationship with Parents and the Wider Community	
4.	<ul style="list-style-type: none"> • To maintain positive relationships with the parents and carers of the children. • Prepare and present informative reports to parents. • Provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context. • Liaise with agencies responsible for pupils' welfare.
PRINCIPAL ACCOUNTABILITIES: Main Tasks/ Duties/ Responsibilities.	
Manage Own Performance and Development	
5.	<ul style="list-style-type: none"> • Demonstrate commitment to, and take responsibility for, own professional development and to keep up to date record of own CPD. • Keep up to date with research and developments in pedagogy and in the subjects they teach. • Share corporate responsibility for the implementation of school policies and practices. • Set a good example to the pupils through own presentation and personal conduct. • Evaluate own teaching critically and reflectively, using this to improve effectiveness.

PRINCIPAL ACCOUNTABILITIES: Main Tasks/ Duties/ Responsibilities.**Managing and Developing Staff and Other Adults**

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| 6. | <ul style="list-style-type: none">• Treat people fairly, equitably, with dignity and respect to create and maintain a positive school culture.• Share leadership, build teams and work co-operatively within and outside the school to achieve school goals and objectives.• Assist in the development and maintenance of effective strategies and procedures for staff induction, professional development and performance review.• Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals.• Acknowledge and celebrate the responsibilities and achievements of individuals and teams.• Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.• Regularly review own practice, set personal targets and take responsibility for personal development.• Manage own workload and that of others within specific Key Stage to ensure a work/life balance.• Be a team leader responsible for conducting and monitoring the appraisal of staff.• Establish effective working relationships with colleagues and partner organisations |
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PRINCIPLE ACCOUNTABILITIES AS A CURRICULUM ADVISOR:

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| 7. | <ul style="list-style-type: none">• Role model exemplary classroom practice which embraces the principles and practices of Quality First Teaching.• Identify areas for improvement and contribute to school self-evaluation and improvement planning.• Ensure that resources are managed efficiently so that teaching and learning is effectively supported.• Oversee planning/schemes of work in 'area of responsibility' to ensure curriculum entitlement and progression is achieved.• In accordance with the school's procedures for SSE monitor the effectiveness and impact of the curriculum area, provide feedback, and identify and liaise with CPD co-ordinator to support individual and whole school needs in 'area of responsibility'.• Play a key role in the development of effective teaching and learning within the curriculum area.• Where appropriate, uses data and other information to inform strategic planning, to identify improvement targets, and to inform the school's Head, all staff and Management Committee.• In accordance with the school's procedures for SSE monitor pupil standards and achievement and track progress in 'area of responsibility, including agreed reports and analysis to Head, all staff and Management Committee. |
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8.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Ashwell Academy, as your employer and you as an employee of the Academy. In addition to the Academics overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the School's Health and Safety Policy.
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GENERAL:
The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the school are met.

The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times. To promote the Academy's Equal Opportunity Employment Policy.

Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

DIMENSIONS:

1. Responsibility for Staff:

- To ensure the effective use of any allocated teaching staff and support staff within English.
- To support the professional development of teaching staff and support staff within English, including the identification of appropriate CPD

2. Responsibility for Customers/Clients:

- To share the corporate responsibility for the well being and discipline of all pupils.
- To maintain positive relationships with the parents and carers of the children.
- To be responsible for your own safety and that of others.

3. Responsibility for Budgets:

- N/A

4. Responsibility for Physical Resources:

- Monitor and oversee resources for the curriculum area.

WORKING RELATIONSHIPS:

1. Within Service Area/Section:

The post holder will prepare and present information where necessary and provide written and oral feedback to staff after formal or informal monitoring.

2. With External Bodies

The post holder may meet with external colleagues in connection with their position as a curricular area advisor/Key Stage manager and prepare and present reports as required.

ORGANISATION CHART:

Principal
Vice Principal

Teachers

Support Staff

							Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		✓					
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		✓					
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			✓				

PERSON SPECIFICATION

The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, LO = Lesson Observation</i>		Essential	Desirable	How identified
1. Qualifications:	• Qualified Teacher Status	✓		AF, CQ
	• Degree in English or appropriate subject	✓		AF, CQ
	• Relevant short courses and recent CPD		✓	AF, CQ
2. Relevant Experience:	• Outstanding performance in classroom	✓		LO, AF, R
	• Experience of teaching English	✓		AF, R
	• Experience of working in Key Stage 3	✓		AF, R
	• Experience of leading teams in the Secondary Sector		✓	AF, R
	• Experience of schools in challenging context		✓	AF, R
	• Experience of effectively raising standards	✓		AF, R, I
	• Demonstrate a commitment to and responsibility for, their own professional development	✓		AF, R, I
	• Demonstrate knowledge and understanding and take account of wider curriculum developments that are relevant to their work	✓		AF, R, I
	• Lead out of school activities		✓	AF
	• Demonstrated ability to motivate children	✓		LO, AF, I
	• Experience of summarising pupil progress data and identifying	✓		AF, R, I

	areas for action			
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3.	Skills (including thinking challenge/mental demands):			
	• Good ICT skills	✓		AF
	• Good classroom and behaviour management	✓		AF, LO
	• Ability to self-evaluate learning needs and actively seek learning opportunities			AF, LO
	• Good organisational and time management skills	✓		AF, R, I
	• Good communication skills – verbal and written	✓		AF
	• Ability to create high quality interactive learning/environment	✓		AF, I, R
	• Ability to motivate staff teams and children	✓		AF, LO
4.	Knowledge:			
	• A knowledge and commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults.	✓		AF
	• Assessment for Learning	✓		AF, R, LO
	• The ability and willingness to teach a second subject		✓	AF
	• Principles and practices of effective teaching and learning	✓		AF, R, LO
	• Target setting and pupil tracking	✓		AF, R, I
	• School self-evaluation		✓	AF, R, I
	• Understanding of SEN class teacher responsibilities	✓		AF
5.	Interpersonal/Communication Skills: Verbal Skills			
	• Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people and/or vulnerable adults.	✓		AF, R,
	• Ability to form and maintain appropriate relationships and personal boundaries with children and young people and/or vulnerable adults.	✓		AF, R,
	• Flexibility.	✓		AF, R,
	• Work constructively as part of a team, understanding classroom and whole school roles and responsibilities and your own position within these.	✓		AF, R, I
	• Ability to communicate well with all stakeholders, colleagues and children.	✓		AF, R, I
	Written Skills			
• Good written communication skills for a variety of purposes and audiences.	✓		AF, R, LO	
6.	Other:			
	• Motivation to work with children and young people and/or vulnerable adults.	✓		AF, I

The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.

7. Competencies:			
The competencies listed below are all essential requirements for working at Ashwell Acamey in any post; however, those that have been ticked as essential have been identified as key competencies for this role and will be measured as part of the selection process. They are not required to be addressed in the candidate's application form.			
Leading forward	✓	N/A	
Improving services	✓	N/A	
Analysis and decision making	✓	N/A	
Making things happen	✓	N/A	
Communicating with impact	✓	N/A	
Collaboration	✓	N/A	
Developing self and others	✓	N/A	
8. Additional Requirements:			
If there aren't any state 'none' None		N/A	
9. Disclosure of Criminal Record:			
The successful candidate's appointment will be subject to the Council obtaining a satisfactory Enhanced Disclosure from the Criminal Records Bureau	✓	N/A	EnhancedC RB Disclosure
If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	✓	N/A	AF(after short listing)

DISCLOSURE OF CRIMINAL RECORD
Information Sheet

Level of Disclosure For Post	What Information the Council Requires
Declaration of unspent convictions	If you have a criminal record, you are required to provide, with your job application form, details of anything on your record which is unspent ¹ under the Rehabilitation of Offenders Act.
Standard Disclosure	<p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent¹ convictions. You are also required to provide the Council with details of any prosecutions pending. In addition, you are required to declare on your application form whether you are the subject of a Disqualification Order² or included on any Government Department list of people unsuitable or banned from work with children or vulnerable adults.</p> <p>If you are offered the post, this will be subject to the Council obtaining a satisfactory³ Standard Disclosure from the Disclosure & Barring Service (DBS)⁴. The DBS will also send you a copy of the Disclosure. This will give details of everything on your criminal record, including cautions, reprimands and final warnings, as well as convictions and, if relevant, the findings of checks against Government department lists of people banned or unsuitable for work with children or vulnerable adults.</p>
Enhanced Disclosure	<p>You are required to provide, with your job application form, full details of everything on your criminal record, including details of all spent¹ convictions. You are also required to provide the Council with details of any prosecutions pending. In addition, you are required to declare on your application form whether you are the subject of a Disqualification Order² or included on any Government Department list of people unsuitable or banned from work with children or vulnerable adults.</p> <p>If you are offered the post, this will be subject to the Council obtaining a satisfactory³ Enhanced Disclosure from the Disclosure & Barring Service (DBS)⁴. The DBS will also send you a copy of the Disclosure. This will give details of everything on your criminal record, including cautions, reprimands, final warnings, convictions and any other information and, if relevant, the findings of checks against Government department lists of people banned or unsuitable for work with children or vulnerable adults.</p>

Notes:

- 1 The table at the end of this information sheet gives details of what is meant by "spent" and "unspent". If you are still unclear as to what information you should provide, please contact Employee Services for advice
- 2 If a person is convicted of an offence against a child and a qualifying sentence is imposed by a senior court in respect of the conviction, the court must order the individual to be disqualified from working with children, unless, given all the circumstances, the court is satisfied that it is unlikely that the individual will commit any further offence against a child.

The same applies to charges/convictions for equivalent armed forces offences.

The Council must not knowingly offer work in a regulated position to anyone who is the subject of a Disqualification Order. It is also illegal for anyone who is the subject of a Disqualification Order to apply for work in a regulated position.

- 3 In this context, "satisfactory" means containing no offences relevant to the post, which would render you unsuitable
- 4 The Disclosure & Barring Service (DBS) is a Government agency which handles the Disclosure Service through which criminal record information can be checked by potential employers and other organisations. Further details about the DBS, including their Code of Practice, are available from their website at www.crb.gov.uk or from: CRB, PO Box 91, Liverpool L69 2UH.

Government Department Lists

The CRB's Standard Disclosure and Enhanced Disclosure include, where relevant, a check against Government Department lists of people unsuitable for work with children and vulnerable adults e.g. Department for Education and Skills' List 99 or Department of Health's Protection of Children Act List (PoCAL)

Obtaining A DBS Disclosure

If you are offered the post, the Employee Services Recruitment team will let you know what needs to be done.

If a Standard or Enhanced Disclosure is required, you will be asked to sign a DBS Disclosure application form and to provide verification of your identity. You will receive a copy of the information the DBS discloses to the Council.

Costs

The DBS charges a fee for each Disclosure. Where the Disclosure is required by the Council, the Council will pay the fee.

SPENT/UNSPENT CONVICTIONS -REHABILITATION PERIODS

The following sentences become spent after fixed periods from the date of the conviction (not the completion of the punishment).

Sentence¹	Rehabilitation Period People aged 17 or under when convicted	Rehabilitation Period People aged 18 or over when convicted
Prison sentences ² of 6 months or less	3½ years	7 years
Prison sentences of more than 6 months to 2½ years	5 years	10 years
Borstal (abolished in 1983)	7 years	7 years
Detention Centres (abolished in 1988)	3 years	3 years
Fines, compensation, probation ³ , community service/community punishment orders, combination orders ⁴ , action plan, drug treatment and testing and reparation orders	2½ years	5 years
Absolute discharge	6 months	6 months

The Crime and Disorder Act 1998 introduced a new custodial sentence for young people with different rehabilitation periods:

Sentence	Rehabilitation Period People aged 12,13 or 14 when convicted	Rehabilitation Period People aged 15,16 or 17 when convicted
Detention and training order of 6 months or less	1 year after the order expires	3½ years
Detention and training order of more than 6 months	1 year after the order expires	5 years

With some sentences the rehabilitation period varies:

Sentence	Rehabilitation period
Probation ⁵ , supervision, care order, conditional discharge and bind-over	1 year or until the order expires (whichever is longer)
Secure training (abolished in 2000) and attendance centre orders	1 year after the order expires
Hospital order (with or without a restriction order)	5 years or 2 years after the order expires (whichever is longer)
Referral order	Once the order expires

¹ Cautions, reprimands and final warnings become spent immediately

² Including suspended sentences, youth custody and detention in a young offender institution

³ For people convicted on or after 3.2.95. Probation orders are now called community rehabilitation orders

⁴ Combination orders now called community punishment and rehabilitation orders

⁵ For people convicted before 3.2.95