

Job Description



Academy	St Peter's Collegiate Academy
Position	Teacher
Salary	TMS/ UPS

The duties outlined in this job description are in addition to those covered by the latest STPCD and the expectations/duties that are set for a teacher at Three Spires Trust. The job title and/ or description may be modified by the academy Principal or Trust Board, with the agreement of the post holder, to reflect or anticipate changes in the job commensurate with the salary and job title.

All staff have a pivotal role to play in every student's spiritual, moral, social and cultural development. Through our mission to ensure that every student experience's life in all its fullness, we ensure that we support each student through the promotion of our Christian values. This mission and our values underpin the work of every member of staff in all of our academies.

Statement of Purpose

The core business of a teacher is the core business of the academy – to improve the quality of their teaching and learning so that, over time, it is increasingly good and outstanding for all students.

Further to this, a teacher also has a responsibility to engage in continuous professional development; supporting themselves and each other to develop their knowledge of subject content and pedagogy so they are creating 'learning experiences' for students, which will last a lifetime'.

Objectives

- To be responsible to their line manager, the Headteacher and Senior Leadership Team of the academy for ensuring the general good order and discipline of the academy, and in the implementation of all policies;
- To have a clear understanding of the vision, aims, and ethos of the academy, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the academy are seen as inter-related;
- To be responsible for the learning and achievement of all students in the class/es ensuring equality of opportunity for all;
- To be responsible and accountable for achieving the highest possible standards in work and conduct;
- To treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- To work proactively and effectively in collaboration and partnership with learners, parents/carers, governors and other relevant parties in the best interests of each student;
- To act within the statutory frameworks which set out professional duties and responsibilities and in line with the duties outlined in the current *Standard Teachers' Pay and Conditions Document and Teacher Standards*;
- To take responsibility for promoting and safeguarding the welfare of children and young people within the academy.

Specific responsibilities for all teachers

Teaching and Learning

1. Teach good and outstanding lessons.
2. Teaching with due regard to current Health and Safety legislation.
3. To contribute to the development of schemes of work so they are up to date and ambitious for the students. In the case of KS3, ensure that the subject curriculum is at least as ambitious as the National Curriculum offer. In the case of KS4 and KS5 ensure that the curricula matches the requirements of the chosen external examination bodies for certification purposes

4. To use and apply clear, effective and research informed (where appropriate) content pedagogy, especially where the content relates to key skills and knowledge.
5. Teaching the full range of KS3, KS4 and KS5 classes according to their educational needs, the students assigned to them, including the setting and marking of work to be carried out by the student in the academy and elsewhere.
6. Promoting the general progress and well-being of individual students and of any class or group of students assigned to them.
7. Advising and co-operating with the Headteacher and other teachers, as well as other adults providing in-class partnership teaching, on the preparation and development of courses of study, teaching materials, teaching programmes, schemes of learning, methods of teaching and assessment and pastoral arrangements.
8. Participating in meetings at the academy which relate to the curriculum for the academy or the administration or organisation of the academy, including pastoral arrangements. Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the academy and the ordering and allocation of equipment and materials.
9. To support the embedding of cross curricular initiatives within lesson planning and delivery:
 - a. Numeracy across the curriculum
 - b. Reading for pleasure
 - c. STEAM: Science, technology, engineering, art and mathematics
 - d. Literacy across the curriculum (including SPaG)
 - e. CEIAG: Careers education, information and guidance
 - f. RSHE: Relationships, sex and health education
 - g. Christian distinctiveness
10. Taking such part as may be required of them in the review, development and management of activities, relating to the curriculum, organisation and pastoral functions of the academy.
11. To develop and implement extra curriculum provision, both intervention and extra-curricular to raise student participation and engagement in all areas of the subject delivered.
12. To meet the needs of all students, including those with additional and/or special educational needs, having due regard to documentation shared by the inclusion team.

Assessment, Tracking Student Progress & Reporting to Parents /Carers

1. To meet all assessment data deadlines
2. To ensure all students are making at least expected progress in line with forecast grades; to identify under achieving students/ vulnerable student groups and develop strategies (through quality first teaching, in the first instance) to overcome this
3. Participating in arrangements for preparing students for public examinations and in assessing students for the purpose of such examinations; and participating in arrangements for and supervision during such examinations.
4. Assessing, recording and reporting on the development, progress and attainment of students.
5. Providing or contributing to oral and written assessments, reports and references for individual students and groups of students.
6. Keeping records of the achievement and progress of students.
7. Keeping records of, and profiles on, the personal and social needs of students.
8. To support Head of Department/Subject Lead with results analysis and the development of the faculty skinny plan.

Pastoral Support & Guidance

1. To consistently work to those systems and processes that are in place to safeguard students.
2. To communicate and liaise with parent / carers regarding the progress of students.
3. Providing 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; making relevant records and reports.
4. To apply fairly and consistently, the behaviour policy for the academy; where necessary, liaising with Heads of Year and / or the Senior Lead.
5. Maintaining good order and discipline among 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 activities elsewhere.
6. Attending assemblies/collective worship, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after academy sessions.
7. To act as a chapter leader / form tutor to a designated group and to act as an academic tutor to that group, supporting students in achieving the highest possible standards through setting and monitoring challenging targets.

Professional Growth & Continuous Professional Development

1. Ensure adherence to the Teacher Standards and The Academy's standards
2. To engage in personal and collaborative CPD
3. Regularly reviewing the impact of their methods of teaching and programmes of work
4. Participating in arrangements for performance management including:
 - a. Adopting an open, honest and transparent approach to professional growth
 - b. Supporting and engaging with diagnostic drop-ins
 - c. Driving initiatives for the '*Freedom to succeed*' objective which align themselves with the academy's SDP
5. In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for her/his supervision and training. This includes:
 - a. Attending calendared induction and follow-up sessions throughout the year
 - b. Fully engage with the academy's ECF programme (ECTs only)
6. Working towards meeting of Threshold Standards and/or evidence of meeting the criteria for UPS and TLRs.
7. Ensure all 'Professional Growth' objectives, reviews, meetings and CPD sessions are logged and updated on SISRA Observe
8. Undertake any reasonable direction from the Headteacher.

Academy Ethos

For Three Spires Trust academy staff in general:

- to play a full part in the life of the academy community, to support its distinctive vision and ethos and to lead staff and students in doing the same;
- to positively uphold the Christian ethos of the academy;
- to actively support the Trust and academy's policies and aspirations;
- to adhere to the Trust staff code of conduct;
- to comply with the academy's Health and Safety Policy and undertake risk assessments as appropriate.

Whilst every effort is made to set out the role of a teacher as clearly as possible, it is not possible to create a definitive list of duties/ behaviours/ expectations. The above should therefore not be treated as exhaustive.

Postholder signature	
Postholder date	
Principal signature	
Principal date	

Person Specification (Secondary Teacher)		
	Essential	Desirable

Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Good Degree (or equivalent) in a relevant subject • Evidence of committing to Continuing Personal Development 	<ul style="list-style-type: none"> • Additional educational qualification(s) • Evidence of continuous INSET and commitment to further personal development
Relevant experience	<ul style="list-style-type: none"> • Proven ability to demonstrate good teaching ensuring all students make excellent progress • Successful and relevant secondary teaching experience • Experience and understanding of a range of assessment techniques to maximise student progress • Involvement in the preparation for and administration of assessment including end of key stage assessments in at least one key stage • Proven ability to manage behaviour both within class and throughout the school • Experience of monitoring and giving accurate feedback to colleagues, including observation of teaching resulting in improved outcomes. 	<ul style="list-style-type: none"> • Successful class teaching experience across more than one key stage • Involvement in the preparation for and administration of assessment including end of key stage assessments in more than one key stage
Knowledge and understanding	<ul style="list-style-type: none"> • Clear understanding and detailed knowledge of current curriculum and assessment requirements and developments • Understanding of relevant equal opportunities, health and safety and safeguarding guidance and legislation, and with commitment to keeping up to date with legislative changes affecting schools • Knowledge of the regulations around safeguarding and how to address any issues that might arise • Knowledge of good practice guidelines to form and maintain appropriate relationships and personal boundaries with children and young people • Be able to demonstrate emotional resilience in working with children and colleagues 	
Skills and aptitudes	<ul style="list-style-type: none"> • Excellent organisational and time management skills • Proven ability to motivate, inspire and manage staff and students • Ability to communicate effectively both orally and in writing with a variety of audiences • Ability to develop positive working relationships with students, parents, staff, Governors and local community • Ability to listen and respond to others • Successful experience of working with parents as partners in their child's education • Proven ability to meet deadlines and be punctual • Is trustworthy, caring and kind • Is approachable, but able to set appropriate personal and professional boundaries • Is creative, flexible and open to new ideas • Demonstrate a strong desire to achieve the highest possible level of educational achievement for each student in the school 	<ul style="list-style-type: none"> • Ability to report to and work with other stakeholders such as Governors, the LA and other external advisors or agencies • Ability to manage change, involving and consulting students, parents, staff, Governors and others
Special Requirements	<ul style="list-style-type: none"> • Enhanced DBS clearance • Compliance with all School and Trust policies 	

	<ul style="list-style-type: none">• To support the Christian ethos and values of the Trust	
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