

Cavendish School Job Profile

Job Title:	Teacher
Accountable to:	Head of Key Stage/Curriculum Leader/Head of Faculty (delete as appropriate)
Accountable for:	Progress of pupils within their classes
Vision:	To take responsibility for teaching in assigned curriculum areas and be accountable for the learning progress made by pupils. The accountabilities below apply equally to classes and the relevant tutor group.

Overview:

1. Be consistent in the delivery of all the School's policies and practice
2. Support the (as accountable to, above)to secure high quality learning and raise standards
- 3. Secondary phase only-Support the Progress Leader to secure a high quality learning experience in tutor time**
4. Set high expectations for all pupils through aspirational target setting
5. Be a role model for pupils through personal presentation and professional conduct
6. Perform particular duties in accordance with directions by the Headteacher to ensure pupil safety
7. Maintain confidentiality inside and outside the School
8. Model a determination to succeed and a positive attitude to your work. You will endeavour to instill these attitudes in colleagues and pupils
9. Work in accordance with current Health and Safety requirements: Governing Body, DfE and Government policies
10. Keep a high profile around the School, taking command of areas at change of lessons and being visible and proactive
11. Take responsibility and be accountable for pupil attainment and achievement, by tracking pupil progress and supporting individual pupils' learning needs

Learning

1. Manage pupil learning through effective planning and delivery in accordance with the School policies and curricular schemes of work
2. Use assessment data to plan next step learning and overcome individual barriers to learning
3. Arrive in class before the start of the lesson, and begin and end lessons on time
4. Work within the Assessment for Learning strategy, using clear and precise learning objectives and defining criteria for success for each lesson
5. Ensure that AfL strategies are used effectively to support learning and progress

6. Ensure seating plans are in place for each class
7. Take a register every lesson, paying due regard to legal responsibilities
8. Use a variety of methods and approaches (including differentiation) to match curricular objectives and the range of pupil needs, and ensuring that all pupils can access the learning
9. Ensure appropriate stretch and challenge for all pupils in all lessons
10. Ensure variety and pace in all lessons
11. Ensure your teaching:
 - Main scale-** Promotes good progress and outcomes by pupils which will be evidenced by proportions of pupils making and exceeding expected progress at or above national figures.
 - Upper pay Spine-** Promotes good progress and outcomes by pupils which will be evidenced by "each different starting point, the proportions of pupils making and exceeding expected progress in are high compared with national figures"
12. Monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals
13. Set independent learning tasks regularly, (in accordance with the School learning policy)
14. Mark and assess pupils' work according to School policy
15. Use 'gained time' by revising teaching, learning and curriculum materials in readiness for new academic year
16. Participate in collaborative planning sessions
17. Provide additional pupil support or any activity directed by the Headteacher/Head of Faculty
18. Contribute to School policy on cross curricular: language, literacy, numeracy and ICT strategies

Experience

1. Ensure all pupils engage in learning and maximize their potential
2. Ensure that your role as personal tutor supports the pupils and encourages them to take part in wider school experiences
3. Be involved in enrichment activities such as making a contribution to after-school clubs and visits

Innovation and New Technologies

1. Keep up-to-date with research and developments in pedagogy
2. Keep up-to-date with technological change and the use of technology to enhance delivery and pupil access
3. Implement the use of new technologies that enhances teaching and learning

Support

1. Contribute to the safeguarding and promotion of the welfare and personal care of children and young people
2. Use positive management of behaviour in an environment of mutual respect that allows pupils to feel safe and secure and promotes their self-esteem
3. Adhere consistently to the School policy on 'behaviour for learning'
4. Work with specialist staff (including prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximize their effectiveness within lessons. Lesson plans to be given to LSAs in advance of lessons
5. Be familiar with and implement the relevant requirements of the current SEN code of Practice

6. Monitor closely data such as attendance, punctuality, behaviour and progress of your pupils, taking appropriate action

Review and Evaluation

1. Build upon the standards achieved in the award for QTS
2. Be self-reflective
3. Participate in current arrangements for Appraisal. In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School curriculum, which may lead to improvements in teaching and learning
4. Work effectively as a member of the curriculum team to improve the quality of learning, by contributing to the curriculum Improvement Plan, implementing and monitoring change and attending team meetings
5. Contribute to the School's system of tracking pupil progress, identification of underachievement and liaison with all stakeholders to ensure pupil success
6. Be observed teaching formally in line with school policies

Partnerships and Events

1. Establish effective working relationships with professional colleagues and associate staff
2. Liaise effectively with parent/carers and with other agencies with responsibility for pupils' education and welfare
3. Be aware of the role of the Governing Body of the School and support it in performing its duties
4. Attend parents' evenings and other events as directed
5. Participate in the School's agreed pattern of meetings
6. Perform duties in accordance with the directions given by the Headteacher.

The above job description is deemed to include the national professional duties and standards. The post is subject to the current conditions of employment and current legislation. This job description may be amended at any time following discussion between the member of staff and the Headteacher, and will be reviewed annually. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Cavendish School Person Specification

Knowledge	Job Requirements
Skills and Abilities	<ul style="list-style-type: none"> • Proven track record in delivering 'good' or 'outstanding' pupil progress (or the ability to be if an NQT) • The ability to provide appropriate levels of challenge so that pupils make good progress and achieve beyond their potential • Ability to use assessment information effectively to plan next steps in pupil's learning • Ability to secure high standards of behaviour by motivating, encouraging and engaging pupils • Ability to develop effective partnerships with teaching assistants and other support staff • Ability to develop in pupils the skills to work independently and collaboratively • Enable pupils to develop self-esteem and respect for others • Ability to create a well organised, stimulating learning environment • Commitment and ability to make a significant contribution to an School ethos that promotes high achievement • Ability to work as part of a team in planning and implementing the curriculum • Ability to maximise pupil performance and initiate intervention strategies as appropriate • Ability to work within the framework of national and whole school policies to ensure consistency of practice • Ability to relate to and communicate effectively with parents and carers and to encourage their active participation in the educational process • A commitment to further your own professional development and to the principle of continuous improvement • Willingness to undertake extra-curricular activities for pupils
Essential	<ul style="list-style-type: none"> • A degree in related subject • Qualified teacher status/newly qualified teacher • A proven track record of recent and successful class teaching in mixed ability classes in appropriate key stage/s (or of successful training for NQTs)
Knowledge and Understanding	<ul style="list-style-type: none"> • Good understanding of current theory and practice of best practice in teaching and learning • Clear understanding of how to motivate pupils • Thorough knowledge of the National Curriculum and National Literacy and Numeracy strategies • Understanding of SEN/Safeguarding issues • Excellent subject knowledge for identified preferred subject • Effective strategies for maintaining high standards of discipline within the classroom in accordance with the School Learning policy • An understanding of equality of opportunity issues and how they can be addressed in schools • Secondary phase only - Understanding of the role of a form tutor (Secondary phase only)
Special Requirements	<ul style="list-style-type: none"> • Have high expectations of attendance over the last 2 years • An Enhanced DBS (Disclosure Barring Service, criminal record check) will be requested in the event of a successful applicant