

Gateway Academy Secondary Teacher Job Description

Responsible to: Head of Faculty/Department

Job Description

This job description may be amended at any time following consultation between the Head of School and teacher.

The duties below are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

Specific Duties:

Staff at The Gateway Academy are expected to act with honesty and integrity; have strong educational knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents / carers in the best interests of the students. Staff are expected to work in collaboration with members of the GLC and understand the important role they play in embedding the GLC's vision.

Aims and purpose

- Consistently delivering the highest standard of teaching in your own lessons that maximises students' progress and acting as an ambassador for Teaching and Learning at all times.
- Ensuring that the teaching within your lessons is of the highest standard and supports students making maximum progress, ensuring relevant interventions are in place for supporting both students and teachers to maximise student progress.
- Being relentless in ensuring that all deadlines are met by yourself.
- Having consistently high expectations of all students' attitudes to learning within your subject area.
- Ensuring that all assessments are written, conducted and moderated in a manner that ensures the accuracy and robustness of assessment data.
- Knowing the demand and rigour needed for students to obtain a Grade 9 at GCSE level or equivalent and put in place various teaching and learning techniques to ensure students reach their academic potential (particular focus on disadvantaged and SEND students).
- Supporting the development and review of curriculum which maximises the progress of all learners (particular focus on disadvantaged and SEND students).
- Ensuring all long term, medium term and short-term plans are in place and communicated effectively to all stakeholders maximising the opportunity for effective planning and differentiation in all lessons.
- Constantly monitoring teaching and learning through both planning and delivery, analysing student's assessment data to identify areas of strength and development to ensure that appropriate and effective interventions are in place to support rapid improvement where required.
- Ensuring that all homework, marking and feedback is set in line with the Academy's Policies. Using this information, take appropriate measures to address any issues that may arise.
- Supporting the Academy ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate successes and accept responsibility for outcomes.
- Ensuring the full implementation of our GLC policies.
- Effectively prioritising your workload and support others to do the same.

Promote personal development, behaviour and welfare by:

- Actively promoting all aspects of students' welfare and upholding the GLC values.
- Ensuring students are and feel safe at all times and understand how to keep themselves and others safe in different settings.
- Developing a trusting, reliable and strong professional relationship with the students that ensures rapid and appropriate actions will be taken to resolve any concerns that they may have within Business.
- Establishing a safe and stimulating environment for all students.
- Consistently modelling the positive attitudes, values and behaviour which are expected of students at all times and expecting all staff to do the same.
- Ensuring students have an age appropriate understanding of how to stay healthy, what a healthy relationship is and are confident in staying safe from abuse, exploitation and radicalisation.
- Establishing a culture that promotes excellence, equality and high expectations of all students within an environment where mutual respect, tolerance and having fun together are common place.

Teacher specific responsibilities

Specific Duties:

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships and work with parents/carers in the best interests of their students.

PART ONE: TEACHING

A teacher must:

- Set high expectations which inspire, motivate and challenge students:
 - Establish a safe and stimulating environment for students, rooted in mutual respect.
 - Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
 - Demonstrate consistently, the positive attitudes, values and behaviour which are expected of all students.
- Promote good progress and outcomes by students:
 - Be accountable for students' attainment, progress and outcomes.
 - Analyse students' data and exam performance to inform planning and intervention.
 - Plan teaching to build on students' capabilities and prior knowledge.
 - Guide students to reflect on the progress they have made and their emerging needs.
 - Demonstrate knowledge and understanding of how students learn and ensuring high quality planning of lessons reflects this.
 - Encourage students to take a responsible and conscientious attitude to their own work and study.
- Demonstrate good subject and curriculum knowledge:
 - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject and address misunderstandings.

- Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulation and the correct use of Standard English, whatever the teachers' specialist subject.
- Plan and teach well-structured lessons:
 - Impart knowledge and develop understanding through effective use of lesson time.
 - Promote a love of learning and student's intellectual curiosity.
 - Set homework according to the Academy's timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
 - Reflect systematically on the effectiveness of lessons and approaches to teaching.
 - Contribute to the design and provision of an engaging curriculum within the relevant subject areas.
- Adapt teaching to respond to the strengths and needs of all students:
 - Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
 - Have a secure understanding of how a range of factors can inhibit students' ability to learn and how best to overcome these.
 - Demonstrate an awareness of the physical, social and intellectual development of students and know how to adapt teaching to support students' education at different stages of their development.
 - Have a clear understanding of the needs of all students, including those with Special Educational Needs; those of high ability; those with English as an additional language; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Make accurate and productive use of assessment:
 - Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
 - Make use of formative and summative assessment to secure students' progress.
 - Use relevant data to monitor progress, set targets and plan subsequent lessons.
 - Give students regular feedback, both orally and through accurate marking, within the agreed time and encourage students to respond to the feedback.
 - Follow the Academy's Assessments Reporting Policies.
- Manage behaviour effectively to ensure a good and safe learning environment:
 - Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
 - Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
 - Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.
- Fulfil wider professional responsibilities:
 - Make a positive contribution to the wider life and ethos of the Academy including extra-curricular.

- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents/carers with regard to students' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

Teachers are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- Treating students with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard students' wellbeing in your subject, with statutory provisions.
- Showing tolerance of and respect for the rights of others.
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach and maintain high standards in their own attendance and punctuality.

Teachers must understand and always act within, the statutory frameworks which set out their professional duties and responsibilities.

PART THREE: PERSONAL TUTOR

- Acting as a personal tutor within the Year Group system.
- Being responsible for the wellbeing and academic progress of your Tutor Group.
- Serving as the first point of contact for parents/carers of your Tutor Group.
- Actively promoting good attendance for your Tutor Group.
- Managing the Academy's reward system for your Tutor Group.
- Meeting regularly with the Progress Leader and attending Year Group meetings.
- Supporting inter-form and extra-curricular activities as arranged by the Pastoral Team.
- Ensuring that students follow the Academy's Uniform Policy.
- Ensuring that students adhere to the Academy's regulations, rules and policies.
- Setting a good example in terms of dress, punctuality and attendance.

Other professional requirements and duties include:

- Setting a good standard of behaviour and being a good role model for students, supporting the Academy's Policy on Behaviour and sharing responsibility for the behaviour of all students within the Academy.

- Establishing good relationships with parents/carers - creating trust and confidence, communicating with parents/carers about general Academy issues, curriculum matters and individual students' progress.
- Being responsible for the welfare and safety of support staff, students and others working in the classroom and ensuring they are used to the maximum benefit of the students.
- Sharing responsibilities for whole Academy events and activities including attending and leading assemblies.
- Developing and maintaining effective systems for communication with other teachers, support staff and the Head of School to ensure continuity of learning, consistency of approach and message.
- Informing the Head of School of any concerns that the parents/carers have in relation to work or other aspects of education at the earliest opportunity.
- Taking shared responsibility for the care and appearance of the Academy's environment and to encourage all students to have pride in their Academy.
- Being mutually supportive of other teachers and the Head of School, to foster good working relationships and a happy working environment.
- Participating in any arrangements for the appraisal of your performance.
- Taking responsibility for areas of the curriculum to ensure continuity and progression and ensure that standards are monitored.
- Maintaining Academy confidentiality at all times.
- Ensuring you are aware of your common law duty in relation to the health, safety and welfare of the students in the Academy or when leading activities off the Academy's site and that all such procedures are followed in line with the Academy's Policy and Procedures.
- Knowing teachers' legal responsibilities in relation to the Race Relations Act 1976, Sex Discrimination Act 1975, Children's Act 1989, Child Protection procedures, appropriate physical contact and physical restraint of students and other relevant DFE circulars

PART FOUR: CONDITIONS OF SERVICE

The role of teacher is subject to the following terms and conditions: -

- The post-holder shall be required to fulfil all the responsibilities of a teacher as outlined in the Schoolteachers' Pay and Conditions Document and any orders made under it and fulfil all the standards identified within the National Standards for Teachers.
- The other terms and conditions set out in the National Collective Agreements in force from time to time
- The Academy's Instrument and Articles of Government as appropriate.
- The teacher shall be available to perform such duties at such times and places as may be specified by the Head of School for the 1265 hours required in the Conditions of Service for full-time teachers. The travelling time to and from the place of work does not contribute towards this time.
- The teacher will, in addition to these requirements, work such additional hours as may be needed to enable her/him to discharge effectively her/his professional duties, including in particular the planning and preparation of students' work, marking and writing of reports, preparing teaching materials. The amount of time beyond the required 1265 hours allocated for such duties shall not be determined by the employer but shall depend upon the work needed to discharge the teacher's professional responsibilities.

Pension - unless you have notified otherwise, it is assumed that, as a full-time employee, you will contribute to the Teachers' Superannuation Scheme under the provisions of the Teachers'

Superannuation Regulations. Details of the scheme can be obtained from the Finance Team, your professional association or the Teachers' Pension Agency, Darlington.