



Job Description

POST: Teacher of English - September 2024 start

RESPONSIBLE TO: Head of Department

SALARY: MPS / UPS

LOCATION: The Telford Priory School

WORKING PATTERN: Full time/Part-Time

DISCLOSURE LEVEL: Enhanced

KEY RELATIONSHIPS: Senior Leadership Team, Heads of Years, Teachers, External Agencies, Parents and Pupils

RESPONSIBLE FOR: The provision of a full learning experience and support for students

MAIN PURPOSE:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of students as teacher and form tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- To contribute to raising standards of student attainment
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

SPECIFIC RESPONSIBILITIES:

Principal (Core) Responsibilities

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area
- To contribute to the curriculum area school plan and its implementation
- To plan and prepare courses and lessons
- To contribute to the whole school's planning activities

Teaching, Learning and Guidance

In collaboration with senior team:

- To assist the Head of Department and SLT to ensure that the curriculum area provides a range of teaching which compliments the school's strategic objectives
- To assist in the process of curriculum development and change so as to ensure continued relevance to the needs of students, examining and awarding bodies and the school's aim

Relationships

- Promote an excellent climate for learning across the English Department and more widely across the school
- To ensure positive relationships for learning as part of the House system and as a form tutor
- To work with other leaders and teachers, ensuring an intelligently consistent approach to the management of behaviour, sanction and reward
- Model an emotionally intelligent approach to ensuring excellence in behaviour for learning

This job description may be changed by the Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title

Safeguarding Children

The trust 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.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.



The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.



	Essential	Desirable
Qualifications	<p>Good honours graduate</p> <p>Qualified teacher status</p> <p>Appropriate qualification, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare of children and young people</p>	
Experience, Skills and knowledge	<p>Proven high standards of classroom practice</p> <p>Teaching experience across the ability and age range</p> <p>Competence in the effective use of ICT on a day to day basis</p> <p>Evidence of relevant professional development relating to school management and current educational developments</p> <p>Proven record of raising standards of achievement and sustaining improvement through self-evaluation and strategic planning</p> <p>Experience of building and maintaining effective relationships with parents, carers, partners and the community</p> <p>Experience of working with SLT and other stakeholders</p>	<p>Sound knowledge of the importance of 'Reading for Pleasure'</p>



<p>Personal Qualities</p>	<p>Excellent attendance and punctuality record</p> <p>High level of commitment to inclusive education and Equal Opportunities</p> <p>Committed to raising standards for all students in pursuit of excellence</p> <p>High level of integrity, honesty and fairness</p> <p>High professional standards</p> <p>Demonstrate high levels of energy and ability to work under pressure</p> <p>Ability to lead, inspire, motivate and manage people</p> <p>Committed to effective working relationships, giving and receiving support from others</p> <p>Lead by example and model excellent practice</p> <p>Ability to communicate as an active listener, orally and in writing</p> <p>Good reasoning powers and the ability to make considered decisions in a variety of situations</p> <p>Readiness to reflect on practice</p> <p>Self-motivated and able to work with initiative</p> <p>Demonstrate effective time management skills</p> <p>Strong commitment to the school ethos</p> <p>Committed to developing the global dimension of the school</p> <p>Has a real presence and personal impact within school</p>	
<p>Other</p>	<p>Commitment to safeguarding and promoting the welfare of children and young people</p> <p>Willingness to undergo appropriate checks, including enhanced DBS Checks</p> <p>Motivation to work with children and young people</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</p>	