



## Job Description

**POST:** Teacher of Science - September 2024 start

**RESPONSIBLE TO:** Subject Leader

**SALARY:** MPS / UPS

**LOCATION:** The Telford Priory School

**WORKING PATTERN:** Full time

**DISCLOSURE LEVEL:** Enhanced

**KEY RELATIONSHIPS:** Staff, Students, Parents, Subject Leader

**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 Subject Leader 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 Art 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

#### Staff

- To maintain good subject knowledge and an awareness of excellent, current practice in teaching.
- To engage actively in the Performance Management and Review process
- To ensure the effective and efficient deployment of classroom support
- To work as a member of designated team(s) and to contribute positively to effective working relations within the school

#### School Self Evaluation



- Support the Subject Leader in meeting the expectations described in school wide policies, including reporting procedures and deadlines

### **Communication**

- To communicate effectively with the parents of students as appropriate ▪ Where appropriate communicate and work with persons or agencies outside the school
- To maintain appropriate student records ▪ To complete relevant documentation in support of student tracking
- To track student progress and use information to inform teaching and learning, engaging with whole school assessment, recording and reporting procedures, including consultations

### **Student Guidance**

- To be a Form Tutor
- To promote the general progress and well-being of individual students and of the Tutor Group as a whole
- Under the leadership of the Head of House, ensure implementation of the school's pastoral and guidance systems.
- To register students, and encourage their full engagement in all aspects of school life
- To contribute to the teaching of PSHE in line with school policy and work with the Head of House to plan an appropriate differentiated PSHE curriculum
- To apply behaviour for learning systems so that effective learning can take place
- To follow best practice in all practice associated with child protection and safeguarding
- Keep skills and knowledge up to date with regard to child protection and safeguarding
- To liaise with other staff as appropriate, in response to problems experienced by students across the curriculum
- To play a central role in managing the learning of students in the Tutor Group, particularly with reference to effective implementation of mentoring systems and procedures. This will include regular formal and informal 1:1 to review academic and social progress.

### **Other Specific Responsibilities**

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Contribute to and adopt the school's Health and Safety Policy and practice
- 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	<ul style="list-style-type: none"> <li>• Good honours graduate</li> <li>• Qualified teacher status</li> </ul>	



	<ul style="list-style-type: none"> <li>• Competence in the effective use of ICT on a day to day basis</li> <li>• Evidence of relevant professional development relating to school management and current educational developments</li> <li>• 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</li> </ul>	
<p><b>Experience, Skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>• Proven high standards of classroom practice</li> <li>• Teaching experience across an ability and age range</li> <li>• Proven record of raising standards of achievement and sustaining improvement through self-evaluation and strategic planning</li> <li>• Experience of building and maintaining effective relationships with parents, carers, partners and the community</li> <li>• Experience of working with SLT and other stakeholders</li> <li>• Show a clear knowledge and understanding of the implication of current educational developments and legislation relevant to specific areas of responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Assess impact of work on outcomes for students and stakeholders</li> <li>• Implement and manage change to effect improvement</li> <li>• Challenge, influence and motivate others to set appropriate and challenging targets</li> </ul>

<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Excellent attendance and punctuality record</li> <li>• High level of commitment to inclusive education and Equal Opportunities</li> <li>• Committed to raising standards for all students in pursuit of excellence</li> <li>• High level of integrity, honesty and fairness</li> <li>• High professional standards</li> <li>• Demonstrate high levels of energy and ability to work under pressure</li> <li>• Ability to lead, inspire, motivate and manage people</li> <li>• Committed to effective working relationships, giving and receiving support from others</li> <li>• Lead by example and model excellent practice</li> <li>• Ability to communicate as an active listener, orally and in writing</li> <li>• Good reasoning powers and the ability to make considered decisions in a variety of situations</li> <li>• Readiness to reflect on practice</li> <li>• Self motivated and able to work with initiative</li> <li>• Demonstrate effective time management skills</li> <li>• Strong commitment to the school ethos</li> <li>• Committed to developing the global dimension of the school</li> <li>• Has a real presence and personal impact within school</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor and evaluate own and others work, acknowledging excellence and challenging poor</li> <li>• Promote the development of staff and to build capacity</li> </ul>
<p><b>Other</b></p>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS Checks</li> <li>• Motivation to work with children and young people</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	