

Job Description and Person Specification

Job title	Teacher Of English
Reports to	Head Of English
Contract	Permanent
School	The Gatwick School
Location	23 Gatwick Road, Crawley, West Sussex, RH10 9TP, or any other location within a reasonable distance from the school at which examinations may be taking place
Grade	Main Pay Range – Upper Pay Scale. Applications from ECTs are welcomed.
Hours	Hours in line with the School Teachers Pay and Conditions Document. Full or part time applications welcomed.

Job description

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than Executive Headteacher or Head of Schools contained at Appendix A.

This job description may be amended at any time following discussion between the Headteacher and member of staff and will be reviewed annually.

Job Purpose

To carry out the professional duties of a teacher, as circumstances may require, and in accordance with the school's policies, under the direction of the Headteacher.

Key tasks

a) Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge pupils and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEN or very able pupils

- Providing clear structures for lessons maintaining pace, motivation and challenge
 - Making effective use of assessment and ensure coverage of programmes of study
 - Ensuring effective teaching and best use of available time
 - Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
 - Using a variety of teaching methods to:
 - Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - i. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - ii. select appropriate learning resources and develop study skills through library, I.C.T. and other sources
 - Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
 - Evaluating own teaching critically to improve effectiveness
 - Ensuring the effective and efficient deployment of classroom support
 - Taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in national and local policies and particularly the foundations for literacy and numeracy
 - Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively
 - Using a variety of teaching strategies which involve planned adult intervention, first-hand experience and play and talk as a vehicle for learning
- b) Monitoring, Assessment, Recording, Reporting**
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
 - Mark and monitor pupils' work and set targets for progress
 - Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
 - Undertake assessment of students as requested by examination bodies, departmental and school procedures
 - Prepare and present informative reports to parents
- c) Curriculum Development**
- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance
 - Contribute to the whole school's planning activities
- d) Other Professional Requirements**
- Have a working knowledge of teachers' professional duties and legal liabilities
 - Operate at all times within the stated policies and practices of the school
 - Know subject(s) or specialism(s) to enable effective teaching

- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
 - Endeavour to give every child the opportunity to reach their potential and meet high expectations
 - Contribute positively and effectively to the Gatwick School pledge to child centred learning
 - A commitment to the school's specialism in Business, Entrepreneurship, Science & Technology and high academic standards
 - Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
 - Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
 - Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Paragon events, Review days and connections with partner schools and local businesses
 - Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
 - Take responsibility for own professional development and duties in relation to school policies and practices
 - Liaise effectively with parents and governors
- e) Legislative and Procedural Compliance**
- Maintain confidentiality on all school matters at all times
 - Follow all legislation and best practice relevant to your role
 - Follow all school and Aurora Academies Trust policies, procedures and guidelines
- f) Safeguarding and Child Protection**
- All staff have a responsibility for providing and safeguarding the welfare of children and young people they come into contact with
 - All staff must comply with the school's Safeguarding Policy
 - If, in the course of carrying out the duties of the post, the postholder becomes aware of any actual or potential risks to the safety and welfare of our pupils, these concerns must be reported immediately in accordance with the policy
 - It is a requirement of the role that appropriate safeguarding and child protection training is undertaken
 - A Disclosure and Barring Service (DBS) Check will also be required, and any additional checks recommended by Keeping Children Safe in Education may be undertaken (which may include online and social media checks)
-

The list of duties in this job description should not be regarded as exclusive or exhaustive.

This job description details the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot, of themselves, justify a reconsideration of the grading of the post.

Aurora Academies Trust reserves the right to update this job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any significant proposed changes.

Person specification

Aspect	Requirement	E = Essential D = Desirable	Assessed by A = Application C = Certificates I = Interview
Qualification	Qualified teacher status	E	C
	Further relevant professional studies	D	C
Experience	Experience of teaching a class or subject area(s)	E	I
	Teaching experience in more than one school	D	A
	Proven track record in bringing about improvement in pupil outcomes	E	I
	Use of innovative approaches to the development of teaching and learning, including AfL and ICT	E	I
	Experience of Ofsted processes	D	I
	Evidence of continuing professional development	E	C
	Successful partnership working with other schools and/or academies, external agencies and stakeholders	E	A
	Experience of effective implementation and use of ICT to innovate learning	E	I
Knowledge & understanding	Thorough knowledge and understanding of national priorities and current developments	D	I
	In depth knowledge of best practice in teaching and learning, including the use of ICT to support pupil achievement	E	I
	Knowledge of curriculum and best practice in relation to the relevant key stage(s)	E	I
	Understanding and application of school improvement principles	E	I
	Knowledge of SEN code of practice	E	I
Abilities and Skills	Ability to lead, motivate, develop and inspire pupils and to encourage parental engagement	E	I
	Ability to analyse and evaluate pupil data in order to set aspirational and challenging targets for individuals	E	I
	Ability to develop a classroom environment ethos and structure for managing	E	I

	behaviour which enables pupils to become independent and self-managing		
	Ability to work effectively as part of the school team and with governors, trustees, pupils, parents/carers, stakeholders and partners within, and beyond, the education sector	E	A
	Ability to think creatively and to prioritise	E	I
	Excellent communication (written, oral and presentation skills)	E	I
	Excellent interpersonal skills	E	I
	Excellent self-awareness and ability to manage self	E	I
	Ability to proactively engage with a range of external partners and networks	D	I
	Willingness to learn from others and both seek and take advice	E	I
Equality	Demonstrate knowledge and understanding of equality issues and legislation (both provision and outcomes)	E	I
	Ability to integrate equality policies into action	E	I
	Demonstrable commitment to equality of opportunity and inclusive education	E	I
Safeguarding	Knowledge of local and national safeguarding requirements	E	I
	Evidence of having complied with and secure highly effective safeguarding	E	I
	Ability to develop an appropriate environment which ensures the safety of all pupils	E	I
Other requirements	Resilience, the ability to work under pressure and to meet deadlines	E	I
	A commitment to TGS's vision, values and ethos	E	I