



PLATANOS COLLEGE

An outstanding school for
pupils of all abilities

JOB DESCRIPTION

TEACHER

Reporting To	Head of Department / Director of Learning
Responsible For	The provision of a full learning experience and support for pupils
Liaising With	Headteacher, Deputy Headteacher, Assistant Headteacher, external agencies and parents
Disclosure Level	Enhanced
Purpose	<ul style="list-style-type: none"> • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils and to support a designated curriculum area as appropriate • To monitor and support the overall progress and development of pupils as a teacher/form tutor • To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential • To contribute to raising standards of pupil attainment • To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth
Operational / Strategic Planning	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area • To contribute to the subject area's Improvement Plan and its implementation • To attend all appropriate meetings • To plan and prepare courses and lessons • To contribute to the whole Academy's planning activities
Curriculum Provision	<ul style="list-style-type: none"> • To assist the Head of Subject and SLT to ensure that the curriculum area provides a range of teaching which complements the Academy's Strategic Objectives
Curriculum Development	<ul style="list-style-type: none"> • To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the Academy's Aims and Strategic Objectives

Staff Development: Recruitment / Deployment	<ul style="list-style-type: none"> To take part in the Academy's staff development programme by participating in arrangements for further training and professional development
Quality Assurance	<ul style="list-style-type: none"> To help to implement Academy quality procedures and to adhere to those To contribute to the process of monitoring and evaluation of the subject area in line with agreed Academy procedures, including evaluation against quality standards and performance criteria To seek/implement modification and improvement where required To review from time to time methods of teaching and programmes of work To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy
Management Information	<ul style="list-style-type: none"> To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc To complete the relevant documentation to assist in the tracking of pupils To track pupil progress and use information to inform teaching and learning
Communication	<ul style="list-style-type: none"> To communicate effectively with the parents of pupils as appropriate Where appropriate, to communicate and co-operate with persons or bodies outside the Academy To follow agreed policies for communications in the Academy
Marketing and Liaison	<ul style="list-style-type: none"> To take part in marketing and liaison activities such as Open Evenings, Parents' Evenings and liaison events with partner schools To contribute to the development of effective subject links with external agencies
Management of Resources	<ul style="list-style-type: none"> To contribute to the process of the ordering and allocation of equipment and materials To assist the Key Stage Co-ordinator to identify resource needs and to contribute to the efficient/effective use of physical resources To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the Academy, subject area and the pupils
Pastoral System	<ul style="list-style-type: none"> To be a form tutor to an assigned group of pupils To promote the general progress and well-being of individual pupils and of the form tutor group as a whole To liaise with the Key Stage Co-ordinator/s and Directors to ensure the implementation of the Academy's Pastoral System To register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life

	<ul style="list-style-type: none"> • To evaluate and monitor the progress of pupils and keep up- to-date pupil records as may be required • To contribute to the preparation of Action Plans and progress files and other reports • To alert the appropriate staff to problems experienced by pupils and to make recommendations as to how these may be resolved • To communicate as appropriate, with the parents of pupils and with persons or bodies outside the Academy concerned with the welfare of individual Pupils, after consultation with the appropriate staff • To contribute to PSHE and Religious Education according to Academy policy • To apply the Behaviour Management systems so that effective learning can take place
<p>Teaching</p>	<ul style="list-style-type: none"> • To teach pupils according to their educational needs, including the setting and marking of work to be carried out by the pupil in Academy and elsewhere • To assess record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required • To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils • To ensure that ICT, Literacy, Numeracy and Academy subject specialism(s) are reflected in the teaching/learning experience of pupils • To undertake a designated programme of teaching • To ensure a high quality learning experience for pupils which meets internal and external quality standards • To prepare and update subject materials • To use a variety of delivery methods which will stimulate learning appropriate to pupil needs, and demands of the syllabus • To maintain discipline in accordance with the Academy's procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework • To undertake assessment of pupils as requested by external examination bodies, the subject area and Academy procedures • To mark, grade and give written/verbal and diagnostic feedback as specified in the Academy's Marking and Assessment policy • To effectively use pupil data to inform planning and teaching in order to drive progress and attainment
<p>Other Specific Duties</p>	<ul style="list-style-type: none"> • To continue personal development as agreed at Performance Management • To engage actively in the Performance Management process

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| | <ul style="list-style-type: none">• To address the Performance Management targets set by the line manager each Autumn Term• To undertake any other duty in line with the Teachers' Standards not mentioned in the above• To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and pupils to follow this example• To adhere to the school's safeguarding and child protection policy, procedures and practices• To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate• To comply with the internet code of practice• To show a record of excellent attendance and punctuality• To adhere to the academy's Dress Code• To adhere to and promote all other whole school policies, procedures and practices |
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Employees will be expected to comply with any reasonable request from their manager to undertake work of a similar level that is not specified in this job description.

This job description will be reviewed where necessary and may be subject to amendment at any time after consultation with the post holder to reflect or anticipate changes in the job which are commensurate with the grade and job title. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful applicants must undergo an enhanced DBS check and checked against the DBS Barred List.

Offer of employment is always conditional on the receipt of satisfactory references as according to our Safer Recruitment Policy.

PERSON SPECIFICATION

TEACHER

Information for candidates: The person specification provides an outline of the experience, skills and abilities we expect the successful candidate to possess. You should match your own skills, experience, and abilities to those listed below. Tell us in what way you have carried out the criteria asked for.

Criteria	Essential	Desirable
Education/Qualifications: <ul style="list-style-type: none"> • Graduate • QTS 	* *	
Professional knowledge, skills and competences: <ul style="list-style-type: none"> • Competence in teaching children with a range of abilities, using differentiation and different learning styles and approaches • Good communication skills, both written and oral • Awareness of the educational applications of ICT • A motivator, inspiring confidence in children that they can succeed and achieve their personal best • Thorough knowledge of the National Curriculum • Ability to write long, medium and short-term curriculum plans • Knowledge of current developments in the education sector 	* * * * * * *	*
Experience: <ul style="list-style-type: none"> • Teaching experience across more than one key stage • Development / management of a subject / aspect of the curriculum • Ability to lead in more than one curriculum area 	*	* *
Philosophy and commitment: <ul style="list-style-type: none"> • An understanding of and commitment to comprehensive values and the inclusion agenda • A belief that everyone can benefit from and has an entitlement to high quality educational opportunities • A personal commitment to lifelong learning and continuous professional development • Commitment to high standards, best value and continuous improvement • A "can-do" approach and positive attitude to innovation and change 	* * * * *	
Personal qualities:		

<ul style="list-style-type: none"> • To work as part of a team • Good interpersonal skills • Enthusiasm • Initiative and self-motivation • Flexibility, creativity and the ability to think laterally • Stamina and a capacity for hard work • Good time management skills • The ability to be reflective and self-critical • Ability to implement whole school policies and practices 	* * * * * * * * *	
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