



CLAYESMORE

D O R S E T

Job Title: Teacher of English

Responsible to: Head of Department

RESPONSIBILITIES AND DUTIES

Teachers at Clayesmore must make the education and progress of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.

You must act with honesty and integrity; have strong subject knowledge, keep your knowledge and skills up-to-date; be self-critical and take responsibility for your own professional development; forge positive professional relationships; and work with parents and other staff in the best interests of the pupils.

PART ONE: TEACHING

Seek to understand all policies relevant to your work at Clayesmore and then to work within the departmental and house structures to meet or exceed the core professional standards for teachers. These are set out below.

- 1. Set high expectations which inspire, motivate and challenge pupils**
 - a. establish a safe and stimulating environment for pupils, rooted in mutual respect;
 - b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils**
 - a. be accountable for pupils' attainment, progress and outcomes
 - b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - c. guide pupils to reflect on the progress they have made and their emerging needs
 - d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - e. encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
 - a. have a secure knowledge of the relevant subject(s) and curriculum areas,
 - b. foster and maintain pupils' interest in the subject, and address misunderstandings
 - c. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - d. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever your specialist subject
 - e. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - f. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
- 4. Plan and teach well structured lessons**
 - a. impart knowledge and develop understanding through effective use of lesson time

- b. promote a love of learning and children's intellectual curiosity
- c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- d. reflect systematically on the effectiveness of lessons and approaches to teaching
- e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- d. have a clear understanding of the needs of all pupils, 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.

6. Make accurate and productive use of assessment

- a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b. make use of formative and summative assessment to secure pupils' progress
- c. use relevant data to monitor progress, set targets, and plan subsequent lessons
- d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- a. make a positive contribution to the wider life and ethos of the school
- b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- c. deploy support staff effectively
- d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- e. communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher at Clayesmore is expected to demonstrate consistently high standards of personal and professional conduct and will always:

- a. treat pupils with dignity, building relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to a teacher's professional position;
- b. have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions and the current safe-guarding policies of the school;
- c. show tolerance of and respect for the rights of others
- d. not do anything to undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- e. ensure that your personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

All teachers at Clayesmore must have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.

In addition to the responsibilities listed above all staff are required to:

- a. attend all major school events – these are listed in the staff handbook;
- b. attend all parents meetings for year groups they teach or tutor;
- c. play a full part in the staff duty rota(s) in place each year;
- d. be a visiting house tutor with an evening duty, if required;
- e. contribute to the games programme, if required;
- f. contribute to the activities programme, if required
- g. carry out any other reasonable duties given to them by the Head

Notes

- This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed.
- The conditions of the Clayesmore salary scheme provide enhancement to DfE salary provision in recognition of a strong contribution to the extra-curricular life of the school.
- Heads of Academic Departments – please see list of additional responsibilities.

PERSON SPECIFICATION

Essential

- Embody the values of Clayesmore
- Be hard-working, good-humoured, compassionate, resilient and full of optimism
- Be able and willing to commit fully to the life of a busy boarding school
- Be organised and self-motivated with a proven record for meeting targets and deadlines
- Be able to demonstrate a strong commitment to personal continuous professional development
- Be a reflective and self-critical teacher
- Be interested in pedagogy and able to devise and deliver effective schemes of work to all age groups
- Be willing to become a skilled user of Google Classroom, any all other school-wide systems
- Be a good team player
- Have a good degree, a suitable Post Graduate qualification or extensive classroom experience
- Have a thorough and up-to-date interest in your subject and how to teach itHave experience in relevant extra-curricular activities (professional, amateur or voluntary) and be willing to share this experience with pupils
- Have a good knowledge of safeguarding requirements and good practice
- Have the ability to be a positive role model, consistently demonstrating positive attitudes, values and behaviour
- Have the ability to build and maintain good relationships with pupils and exercise appropriate authority
- Have excellent communication skills to enable effective dialogue with pupils, parents, staff and visitors

Desirable

- Recognised teacher qualification, such as PGCE, or equivalent experience
- A distinctive area of expertise or enthusiasm that would benefit pupils
- Excellent skills in written English, or a willingness to develop them

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(Job Holder)

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(Human Resources Manager)

Date:

Date:

Date reviewed : April 2019

Reviewed by : Deputy Head – Academic