

## **ROLE SPECIFICATION**

**ROLE SPECIFICATION:**     **TEACHER OF A LEVEL BIOLOGY (ability to contribute to level 3 Human Science an advantage)**

**RESPONSIBLE TO:**         **HEAD OF BIOLOGY**

**TEMPORARY:**               **MATERNITY LEAVE COVER**

**START DATE:**              **August 2020, exact date to be confirmed**

### **Context**

Winstanley College employs approximately 170 staff and has approximately 1900 students, primarily studying A-Level with some students following mixed programmes which include other level 3 courses.

### **Purpose of the position**

The Biology department is one of the largest in college with increasing numbers of students interested in studying A level and vocational courses.

There are currently 500 students taught in purpose-built accommodation by 6 teachers all of whom work together to produce resources, plan the curriculum and organise enrichment. The department offers the following subjects:

- A level Biology (AQA)
- Extended Certificate in Applied Science (OCR)
- Level 3 Diploma in Human Science (OCR)

We are looking for a team player who wants to join a collaborative and supportive group of professionals dedicated to meeting the needs of Winstanley's amazing students. We are proud of the subject expertise, caring support and inspiring enrichment we offer and want to welcome a temporary team member who can contribute to this team ethos..

Candidates should indicate their particular strengths in their application letter and describe the qualities they believe they can bring to a growing department.

### **Terms and Conditions**

Membership of the Teachers' Pension Scheme.

Salary in accordance with Sixth Form Colleges Pay Spine, depending on qualifications and experience.

## Teaching Staff Salary Spine – 1<sup>st</sup> April 2020

### Pay Spine Point

1	£24,765
2	£26,406
3	£28,161
4	£30,032
5	£32,027
6	£34,153
7	£35,541
8	£37,901
9	£40,418

## Teachers' Standards for Sixth Form College Teachers

	KEY DUTIES
<b>Standard 1 – Effective Teaching and Learning</b>	<p>A teacher must:</p> <p><b>S1.1 Set high expectations which inspire, motivate and challenge students for example, teachers will:</b></p> <ul style="list-style-type: none"> <li>Establish a safe and stimulating environment for students, rooted in mutual respect</li> <li>Set goals that stretch and challenge students of all backgrounds, abilities and dispositions</li> <li>Demonstrate the positive attitudes, values and behaviour which are expected of students.</li> </ul> <p><b>S1.2 Promote good progress and outcomes by students for example, teachers will:</b></p> <ul style="list-style-type: none"> <li>Be accountable for students' attainment, progress and outcomes</li> <li>Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>Guide students to reflect on the progress they have made and their emerging needs</li> <li>Demonstrate knowledge and understanding of how students learn and how this impacts on teaching</li> <li>Encourage students to take a responsible and conscientious attitude to their own work and study.</li> </ul> <p><b>S1.3 Demonstrate good subject and curriculum knowledge, for example, teachers will:</b></p> <ul style="list-style-type: none"> <li>Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject and address misunderstandings</li> <li>Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship</li> <li>Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.</li> </ul> <p><b>S1.4 Plan and teach well-structured lessons, for example, teachers will:</b></p> <ul style="list-style-type: none"> <li>Impart knowledge and develop understanding through effective use of lesson time</li> <li>Promote a love of learning and young people's intellectual curiosity</li> <li>Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired</li> <li>Reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>Contribute to the design and provision of an engaging curriculum and scheme of work within the relevant subject area(s).</li> </ul> <p><b>S1.5 Adapt teaching to respond to the strengths and needs of all students for example, teachers will:</b></p> <ul style="list-style-type: none"> <li>Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively</li> </ul>

	<ul style="list-style-type: none"> <li>• Have a secure understanding of how a range of factors can inhibit students' ability to learn and how best to overcome these</li> <li>• Demonstrate an awareness of the physical, social and intellectual development of young people and know how to adapt teaching to support students' education at different stages of development</li> <li>• Have a clear understanding of the needs of all students, 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.</li> </ul> <p><b>S1.6 Make accurate and productive use of assessment for example, teachers will:</b></p> <ul style="list-style-type: none"> <li>• Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• Make use of formative and summative assessment to secure students' progress</li> <li>• Use relevant data to monitor progress, set targets and plan subsequent lessons</li> <li>• Give students regular feedback, both orally and through accurate marking and encourage students to respond to the feedback.</li> </ul> <p><b>S1.7 Manage behaviour effectively to ensure a good and safe learning environment for example, teachers will:</b></p> <ul style="list-style-type: none"> <li>• Have clear expectations and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the college in accordance with appropriate college policies</li> <li>• Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them</li> <li>• Maintain good relationships with students, exercise appropriate authority and act decisively when necessary.</li> </ul> <p>These standards will be evidenced by Observation Records and any other documentation as appropriate, e.g. CPD Records, Individual Learning Plans, Tracking and target setting documentation, schemes of work, lesson plans, student perception surveys etc.</p>
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<b>Standard 2 – Professional Characteristics</b>	<p>A teacher is expected to demonstrate consistently high standards of professional, personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for professional responsibilities and conduct throughout a teacher's career.</p> <p><b>S2.1 Professional Responsibilities</b>  Make a positive contribution to the wider life and ethos of the college</p> <ul style="list-style-type: none"> <li>• Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• Deploy support staff effectively</li> <li>• Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• Communicate effectively with parents/carers with regard to students' achievements and well-being.</li> </ul> <p><b>S2.2 Personal and Professional Conduct</b>  Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the college, by:</p> <ul style="list-style-type: none"> <li>• Treating students with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position</li> <li>• Having regard for the need to safeguard students' well-being, in accordance with statutory provisions</li> <li>• Showing tolerance of and respect for the rights of others</li> <li>• Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</li> <li>• Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.</li> </ul> <p>Teachers must have proper and professional regard for the ethos, policies and practices of the college in which they teach and maintain high standards in their own attendance and punctuality.</p> <p>Teachers must have an understanding of, and always act within, the contractual frameworks which set out their professional duties and responsibilities.</p> <p>This standard will be evidenced by a statement of compliance by the teacher and endorsed by the appraiser/line manager on a default model i.e. evidence will only be required where there is a potential issue over that standard.</p>
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