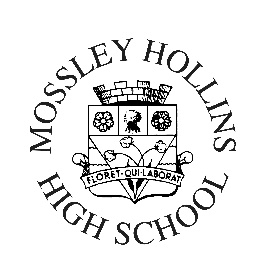
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| *Welcome.* ***Mossley Hollins High School*** *is an Associate Member of our educational trust which has one mission and three core educational purposes. We eagerly anticipate meeting applicants who share our values and would love to work with our staff and students to achieve our mission and purposes. By joining us you will be part of a family of great schools in which to learn, teach and belong and will have direct access to our Teaching and Curriculum Institute with its highly regarded* ***Professional Development Pathway*** *where you will find some of the best and most practical training and support available.*  *Please see the job description for the post of* ***Classroom Teacher*** *which follows this brief introduction.*  *We look forward to receiving your application.*  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**    **Tame River Educational Trust**  *Great schools in which to learn, teach and belong.*  Mission & Core Educational Purposes  **Our Mission**  The Tame River Educational Trust is our newly formed Trust whose mission is to challenge educational and social disadvantage by establishing great schools in which to learn, teach and belong, and which promote learning, develop character, value diversity and build cultural capital.  By the age of 16, we aim for every student to progress to appropriately challenging post-16 studies or apprenticeships.  Regardless of socio-economic context or history, each school is committed to our three core educational purposes, as will be any new school joining us in the future.  We are stronger together.  We cherish each school and the distinctive contribution each can make to its community and we align around best practice and strong school improvement strategies and actions.  We are here to make a real difference.  **Our Core Educational Purposes**  The Trust’s model of governance is designed to support the Object, Purpose, Ethos and Mission of the Trust and the Core Educational Purposes identified by its founding schools and sponsor.  We are great schools in which to learn, teach and belong.   1. Our Trust will become known for imbuing in our learners, positive character traits and enquiring minds and for the talent and professionalism of our staff. 2. Through a cycle of creative self and peer improvement, any school with us for three years or more will be in the top 25% of similar schools nationally for the academic progress of its learners. 3. Students in our Trust will receive a distinctive trust-wide community and educational dividend in the form of ‘Electives’ starting with Year 7.  Significant additional opportunities will be made available to our students in the arts, sport and outdoor education. |

******Tame River Educational Trust**

*Great schools in which to learn, teach and belong*

**MOSSLEY HOLLINS HIGH SCHOOL**

**(Trust Associate Member)**

***The Tame River Educational Trust and Mossley Hollins High School are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

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| **Job Description – CLASSROOM TEACHER**    **CLASSROOM TEACHER & FORM MENTOR**  *The School has nearly 900 students divided into 5 Year Groups. Our Classroom Teachers are specialists in their Faculty and subject area. We give direct leadership responsibility and opportunity to teams of staff of an area of school, led by a Senior Leader, Faculty Leader and Head of Year (Progress) who lead an Area (called a College) of school.*  *This post provides classroom teaching within one* ***main****, specialist subject. You would also be a Form Mentor for a group of 26-27 pupils. This is an exciting role which allows you to teach in the specialist subject you love but also be part of a faculty, year group and whole-school team.*  *As you would expect, we are looking for good to great teachers, who can support the values of our school in your good manners, hard work and honesty. Pupils will flourish, as a result of your teaching and consistently high expectations.*  *You will be part of a college and Faculty, as well as the school, working to your Head of Faculty and Head of Year [Progress] and alongside dedicated colleagues.* |
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| **Post -** **CLASSROOM TEACHER** |
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| Responsible to: Faculty Leader & Head of Year [Progress] This job description is additional to the basic duties outlined in the latest School Teachers’ Pay and Conditions Document and the Teacher Standards, in accordance with the school’s policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. The school is managed through a network of inter-related teams in a mini-school (college) structure. |
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| **Teaching, Curriculum, Literacy and Behaviour**  **(The Teacher Gold Standard, Strands 1, 2, 4 and 5)**   * Teach in line with policy and towards the Teacher Gold Standard (TGS) * Plan work in accordance with the school and faculty curriculum intent. * Plan in accordance with the subject’s schemes of work, the requirements of the curriculum and syllabus, and in line with Strand 4 (*Plan Well in the Curriculum*) of the TGS. * Liaise with relevant ‘expert’ colleagues on the planning of units of work for effective collaborative delivery. * Teach literacy (and numeracy) as part of your subject, within the requirements of our ‘*Power of Language Strategy’[POLS],*  (Strand 5 of the TGS) * Work in collaboration with Curriculum Tutors/Teaching Assistants where attached to any teaching group. * Take account of pupils’ prior levels of attainment and build on prior learning to meet agreed academic targets * Set work for students absent from school for health or disciplinary reasons or who are in our Pupil Development Centre. * Set work during very rare periods of your own absence from school * Set extremely high standards for pupils’ behaviour and attitudes to learning by establishing a purposeful, warm-strict working atmosphere in your classroom in accordance with the school’s Behaviour and Teaching & Learning Policies and to the TGS Strand 1 ‘*Being in Charge of your Class and Form’*. * Stretch all pupils, with a focus on the least advantaged (FSM or in care) , those with additional needs and the most able. * Set appropriate and demanding expectations for pupils’ learning, motivation and presentation of work. * Be a consistently good or better teacher to a high GCSE standard (please see the teacher standards, the Teaching, Learning & Marking Policy and the TGS). * Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable. |
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| Assessment, Recording and Reporting (the Teacher Gold Standard, Strand 3)  * Maintain notes and plans of lessons undertaken and of students’ work and progress. * Mark, monitor and return work in line with school policy, the TGS Strand 3 ‘*Assessing Well’* and on time, providing constructive oral and written feedback and clear targets for future learning as appropriate to which pupils respond. * Prepare for and undertake assessments in line with school policy, the TGS Strand 3 and the assessment and reporting calendar * Use such assessment to plan and teach well, providing the correct match of activities that demand progressively more of each student to ensure the strong progress of all individuals in all groups. * Complete reports in line with policy and as specified in the published calendar. * Attend parents’ evenings, consulting with parents/carers over the progress, next steps and learner attitudes of their child(ren). * Follow the Code of Practice for identification and assessment of Special Educational Needs, keep appropriate records for SEND pupils and for those in care and reasonably adjust teaching as required by any individual education plan. * Be mindful of your workload and seek remedial support from your line-manager should it be proving unmanageable. |
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| Pupil Development  * Ensure the safety and well-being of all pupils in your charge, including in relation to all matters concerning Child Protection and Safeguarding. * Undertake the responsibility for a form group as part of one year group as required, including tutor/pupil interviews. * Be the first point of contact for pupils and parents of pupils in your form group. * Teach Life Skills, as required, teaching it to the Teacher Gold Standard. * Monitor (and set targets for) the personal, social and academic progress of individuals in your Form * Ensure excellent attendance, punctuality and behaviour from all in your Form. * Lead/support at least one co-curricular club * Promote and develop Student Character as part of our Character Pillar Programme * Lead/support one Elective as part of our Year 7 Elective Programme, as required. |
| Professional Standards and Professional Contribution (The Teacher Gold Standard, Strand 6)  * Teach to a consistently good or better standard in line with the teacher standards, our Teaching, Learning & Marking Policy and the Teacher Gold Standard. * Support the values of the school: manners, hard work, honesty and success * Take responsibility for your own professional development and further improve the quality of your teaching, through staff training, practice, acting on feedback and professional development. * Undertake and contribute to on-going training in our Professional Development Pathway (such as: our Programme 1 - Early Careers’ Framework; Programme 2 - Teacher Gold Standard; Programme 3 – The Highly Effective Teacher or Programme 4 – the Master’s in Expert Teaching). * Treat all members of the community, colleagues and students, with respect and consideration. * Treat all students fairly, consistently and without prejudice using warmth and strictness. * Set an excellent example to students in terms of appropriate dress, standards of punctuality and attendance, in line with the school’s high standards. * Attend school events as required. * Take pride in all you do and allow pupils to do the same. * Contribute to creative thinking and the best ideas for subject, faculty, pastoral and school improvement. * Reflect on your own practice as well as the practices of the school with the aim of improving all that we do. * Read and adhere to the various policies & priorities of the school as expressed in the School Improvement Plan, the staff handbook and Faculty Action Plans. * Read and adhere to the mission and core educational purposes of the Tame River Educational Trust * Participate in the management of school by attending various team and staff meetings, and by making valuable and constructive contributions. * Undertake duties as required * Ensure that all deadlines are met, as published in the school calendar. * Undertake additional professional duties that may be reasonably assigned to you by the Headteacher, Year Head or Faculty Leader * Be proactive and take responsibility for matters which secure health and safety. * Be protective of your own well-being, work-life balance and that of others, seeking support at the earliest opportunity should you consider this necessary.   . |
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| Health and Safety The person appointed must, at all times, work within the requirement of the Health and Safety at Work Act 1974, current Health and Safety legislation and the School’s and LEA’s pol.icies and procedures.  Mossley Hollins is a no-smoking site. |
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| The job description may be reviewed at the end of each academic year or earlier if necessary. In addition, it may be amended at any time in consultation with the post holder. The post holder will be expected to participate in the School’s appraisal programme for support staff and to participate in appropriate staff training and development activities. |

# MOSSLEY HOLLINS HIGH SCHOOL

# *Floret Qui Laborat*

**Classroom Teacher**

**Person Specification**

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| **Attributes** | **Assessment Method** |
| **Qualifications**  QTS.  Good honours degree or equivalent. | Application, production of certificates at interview |
| **Experience**  Teaching well a range of prior attainment groups (whether in sets or mixed ability groupings).  A teaching focus on stretching all students, including the least advantaged and most able.  Teaching to a good or better standard.  Marking and feedback which drives progress and to which the pupils’ respond well. | Application, interview, teaching lesson & references |
| **Continuing Professional Development (CPD**)  Good evidence of CPD, which focusses on further improvements to quality of teaching.  Use ICT as a planning, teaching, learning, assessment, reporting and tracking tool.  Recent subject-specific training.  Awareness of current external and internal educational issues.  Appreciation of marking, feedback and student response as major contributors to progress.  Ability to teach to high GCSE standards. | Application, interview, teaching lesson & references |
| **Skills and Attributes**  Excellent relationships with students.  Well-developed, firm and fair classroom management skills.  Initiative, positive drive and resilience.  Ability to motivate, inspire, challenge and support.  Ability to communicate in speech, writing and through ICT.  Organised and efficient.  Excellent attendance record.  Commitment to the full life of the school, with determination to lead one aspect of extra-curricular/enrichment.  A belief in and advocate of the school’s values of good manners (to students, parents and colleagues), hard work and honesty. | Application, interview, teaching lesson & references |

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***This post requires an enhanced disclosure with barred list checks from the Disclosure & Barring Service (DBS)***