

**Woodhey High School – Job Description**

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| **Post** | | **Teacher of Science** |
| **Purpose** | | To provide the highest quality of education, care and preparation for life for all students and to carry out the professional duties of a teacher:   * as set out in the ‘School Teachers Pay and Conditions Document’ (STPCD); * in line with the Teacher Standards; * in accordance with the school's policies under the direction of the Headteacher.   In particular, the subject teacher has the responsibility for organising effective learning situations and for the passing on of skills, knowledge and an enjoyment of their subject. |
| **Pay Range** | | Main Teacher Scale or Upper Pay Spine |
| **Accountable to** | | The Head of Science  The Headteacher |
| **Core Require-ments of Post** | | In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:   * Make the education, well-being and safety of their pupils their first concern, setting high expectations at all times; * Demonstrate a high standard of teaching that engages, motivates and challenges pupils, improving their learning and enabling them to make good progress. * Recognise that the responsibility for what happens in a lesson is the subject teacher’s and act accordingly, using the school’s support systems as appropriate. * Be self-evaluative and take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; * Take advantage of any appropriate opportunities to teach the skills of literacy, numeracy and ICT and to promote students’ spiritual, moral, social and cultural development through Science. * Use assessment effectively to evaluate and enhance pupil progress, being accountable for their pupils’ attainment, progress and outcomes; * Teach a timetable commensurate with the responsibilities held as may be reasonably directed by the Headteacher * Promote the school’s ethos and vision and to act within the school values of integrity, respect, care, pursuit of excellence and collective responsibility; * Implement and adhere to whole-school policies following the publication of guidelines, contributing to policy development as appropriate. * Demonstrate consistently the positive attitudes, values, conduct and behaviour which are expected within Woodhey community based on mutual respect between pupils and staff * Forge positive, professional relationships and play an active, supportive role in staff teams; * Inspire trust and confidence in pupils and colleagues; * Work with parents/carers in the best interests of their pupils, including communicating with home in-line with the school’s policy; |
| **Areas of Responsibility and Key Tasks** | | |
| **Teaching and Learning** | Teach allocated pupils by planning their teaching to achieve progression of learning through:   * Ensuring that individual lessons and sequences of lessons are planned and prepared (including relevant materials) within the context of the curriculum and schemes of work and that they are well-structured with full curriculum coverage, using time effectively. * Identifying clear teaching objectives and specifying how they will be taught and assessed; * Providing clear structures for lessons maintaining pace, motivation and challenge; | |
| **Teaching and Learning**  **(cont/d)** | * Understanding and employing a range of teaching strategies, in line with currently acknowledged best practice, appropriate to the age and ability of all pupils in the class; * Setting tasks which challenge pupils, ensure high levels of interest, promoting a love of learning and children’s intellectual curiosity; * Using effective questioning, listening carefully to pupils and giving attention to errors and misconceptions * Ensuring pupils acquire and consolidate vocabulary, knowledge, skills and understanding appropriate to the subject taught; * Understanding and applying effective classroom management; * Reflecting systematically and critically on the effectiveness of lessons and approaches to teaching; * Taking part in monitoring & evaluation activities within the school’s monitoring & evaluation cycle. * Expecting high standards of work and presentation, encouraging pupils to take a responsible and conscientious attitude to their own work and study; * Set and assess effective homework tasks, designed to consolidate and extend knowledge and understanding, in line with the school’s homework policy; * Ensuring that planning enables lessons to be delivered with clear differentiation to support, challenge and engage:   + pupils of all abilities, backgrounds and at all levels,   + gifted and talented pupils,   + pupils with English as an additional language;   + pupils with SEND - including being familiar with, and following, individual provision maps.   whilst supporting individual student needs and building on prior knowledge;   * Ensuring, through direction and support, that all adults in the classroom work together effectively to maximise pupil learning. * Where possible, promote learning of the subject through extra-curricular and calendared activities. * Ensure that appropriate work is set for pupils during any planned teacher absence whenever possible. | |
| **Monitoring, Assessment,**  **Recording, Reporting** | Be accountable for student attainment, progress and outcomes within your classes through:   * Making effective use of assessment to enhance pupils learning and monitor progress, guiding pupils to reflect on the progress they have made and their emerging needs; * Using both formative and summative assessment to inform planning and teaching; * Assessing how well learning objectives have been achieved and use them to improve specific aspects of teaching; * Regularly marking, assessing and giving constructive feedback (both orally and in writing) on pupils’ work – including homework - in accordance with the school’s assessment & feedback policy, setting curricular based targets for improvement which build on prior attainment; * Encouraging pupils to respond to feedback; * Undertaking and marking assessment of students as requested by examination bodies, departmental and school procedures. This may include allocating a grade or level to the work; * Providing data centrally, using school systems, when required as part of the school’s reporting policy; * Being able to demonstrate appropriate consistent progress for the majority of pupils across all spectrums of background, ability and behaviour that compares favourably with pupils in similar settings; * Working differently with under-achieving pupils. * Following the school’s reporting policy to report on progress to parents and other stakeholders including writing reports to parents which:   + are completed to a high professional standard;   + are all checked by the subject teacher;   + Include strengths, weaknesses and strategies for improvement;   + are completed by the appropriate deadline date;   + are consistent with the school’s reporting arrangements; * Attend Parents’ Evenings and provide relevant feedback on pupils’ progress. | |
| **Knowledge and Understanding** | * Have strong, up to date, subject knowledge and thorough understanding of the subject curriculum; * Having a clear understanding of the needs of all pupils, including pupils with SEND; EAL; social issues; issues with physical development; and be able to use and evaluate distinctive teaching approaches to engage and support them. * Demonstrate knowledge and understanding of how pupils learn, how a range of factors can inhibit pupils’ ability to learn, and how this impacts on teaching; * Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; * Maintain an up to date knowledge of good practice in teaching techniques; | | |

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| **Pastoral Duties** | * Take on the defined role of either a Form Tutor or an Assistant Head of Year as described in school guidelines; * Contribute to the teaching & learning of PSHE, Citizenship and Enterprise according to school policy. * Be familiar with the School’s Child Protection Policy and to report concerns to the designated Child Protection Officer. * Expect and maintain high levels of behaviour and discipline in accordance with the school's procedures and expectations, exercising appropriate authority, in order to produce an effective learning environment for all pupils * Undertake disciplinary measures as necessary, in line with school policy and seek support, following the line management structure – Subject Leader, Head of Faculty, Head of Year, Senior Leader. * Use praise, sanctions and rewards consistently and fairly; * Consult with form tutors and/or other pastoral staff when appropriate over individual pupils and co-operate fully in any agreed course of action. * Register each class taught, using the electronic registration system according to school procedures, ensuring the security of personal information. * Use school internal reporting systems for behaviour to ensure that appropriate pastoral personnel, including form tutors, are aware of pupil issues. |
| **Curriculum** | * Support the subject leader in the writing, reviewing and updating of medium term plans and detailed schemes of work which are differentiated to meet the needs of all pupils. * Follow schemes of work and provide opportunities in lessons for: * spiritual, moral, social and cultural development; * learning the skills of literacy (including extended writing, reading, and speaking & listening), numeracy and ICT; * pupils to work in groups, in pairs and individually; * pupils to develop their personal, learning and thinking skills. |
| **Other Professional Requirements** | * To maintain the allocated teaching areas to ensure that they are conducive to a stimulating and exciting learning experience and are safe, reporting any observed damage of fixtures or fittings to the help desk. * To monitor and control the use and storage of teaching materials, books and equipment. * Exercise care of textbooks and other equipment and supervise the use and care of the school’s fabric and equipment by the pupil, encouraging respect. * To assist in seeking ways of deploying resources to the maximum benefit of the students; * Take on appropriate subject duties by agreement with regard to each colleague’s interests, abilities and position. * Have a working knowledge of teachers' professional duties and legal liabilities; * Carry out a share of supervisory duties in accordance with published rosters. * Make a positive contribution to the wider life and ethos of the school, including taking part in calendared activities as appropriate; * Subject to paragraph 52.10 of the STPCD, supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so. * Demonstrate consistently high standards of personal and professional conduct as set out in Part 2 of the Teachers’ Standards. * Contribute to the improvement of the school through attendance and effective participation in the following scheduled activities (as part of directed time and communicated through the school calendar): staff/pastoral briefing; full staff meetings; ASH sessions; department meetings; PaDs; assemblies; Open Evenings; Parents’ Evenings; Parents in Partnership (when required). * When required, contribute to the recruitment, selection, appointment and professional development of other teachers and support staff. * Take a pro-active part in the school’s performance management system to advance teaching & learning and enhance professional practice in line with the school's aspirations and priorities; * To attend INSET sessions and working parties related to new initiatives in teaching and learning. * Share outcomes of professional development with colleagues * Follow the school and departmental improvement plans, making contributions as appropriate; * Operate at all times within the stated policies and practices of the school; * Take part in school initiatives as appropriate. * To take reasonable care of one’s own health and safety and that of others. |

This job description describes in general terms the normal duties which the post-holder will be expected to undertake. However, the duties listed above are in no order of priority and are not exhaustive.Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this 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 head teachers' contained at Appendix A.*This job description may be amended at any time following discussion between the headteacher and member of staff, to be reviewed annually.

Employees of Woodhey High School have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring that they are protected from harm.