

Sir Henry Floyd Grammar School

Job Description: Teacher

Main responsibility

Teaching well-prepared, engaging lessons throughout the school, and acting as tutor to a group of students.

Teaching and Learning

- Teach at times and in places designated by the school timetable.
- Teach students using a range of methods and active learning approaches in line with the school's Teaching and Learning Handbook in order to ensure that lessons are stimulating, have pace and challenge, take account of recognised good practice and include appropriate differentiation.
- Be responsible for the learning and progress of each student taught and be accountable to the Subject Leader for the progress that all students make.
- Set homework for each class taught at the times detailed in the published homework timetable for each Year Group.
- Assess the standards of students' achievements through classwork, verbal contributions and the regular setting of homework: where appropriate record these assessments on the school database.
- Write reports on students and contribute to references in line with the school's Assessment policy.

Communication

- Liaise with the appropriate person (Subject Leader, Form Teacher, Year Leader, SENCO etc.) when a student's academic achievement or behaviour becomes a cause for concern. In the latter case following the agreed procedures given in the school's Behaviour Policy.
- Respond to requests for information (for example, updates on behaviour or academic progress) about particular students, as necessary.
- Work with Associate Teachers, Learning Support Assistants and Technicians as necessary to ensure that all students have the best possible opportunity to learn.
- Attend Parents' Consultation Evenings and other meetings set out in the directed time calendar.
- Maintain an accurate register of students in lessons and form tutor times.
- Pass on appropriate information to students from the Student Bulletin and other sources

Tutoring

- Monitor the overall academic progress of each student in the tutor group.
- Ensure that students are aware of and follow the school's Behaviour Policy, Code of Conduct and Rights for Learning and that students are aware of the behaviour expectations, rewards and sanctions.
- Monitor, regularly, that uniform requirements and standards of students' personal appearance are adhered to, taking appropriate action when necessary.
- Check, regularly, the use of student planners and promote strategies for good personal organisation and homework completion. Receive and initial student absence letters, indicating that the absence should be authorised and then passing these on to reception via the register.
- Be the first point of contact for parents and teachers for matters relating to members of the tutor group.
- Contribute to conducting individual student interviews on review days.
- Attend assemblies as requested (unless a written request has been made to and approved by the Headteacher), escorting and managing the orderly behaviour of students on their way to and during assembly.
- Carry out the duties of a form tutor as laid out in the Staff Handbook.

General duties

- Take part in the school's performance management process.
- To ensure that principles of equality are followed at all times in relationships with staff and students
- To carry out supervisory duties before and after school and at break-time in accordance with the published rota.
- Adhere to all school policies and procedures
- Work towards meeting the school aims and ambitions as set out in the Strategic plan, School Development Plan and Department Development Plan.
- Undertake any reasonable duties related to the job purpose and within the remit of the conditions of service set out in the Schoolteacher's Pay and Conditions document.
- Play an active role in the school's self evaluation process.
- Work within the school's Health and Safety policy and safeguarding Code of Conduct to help create a safe working environment for staff, students and visitors.

Sir Henry Floyd Grammar School

Person Specification: Teacher

	Essential	Desirable	Evidence
Qualifications, knowledge and experience			
Degree in appropriate subject area	✓		Application
DCFS recognised teaching qualification	✓		Application
Excellent knowledge of subject and the way that students learn it	✓		Observed lesson
Evidence of continuing professional development		✓	Application
Knowledge and ability in the use of ICT in teaching to enhance learning of students.		✓	Interview
Clear rationale for the value of their subject within education and the wider community		✓	Presentation Interview
Experience of teaching at Key Stage3, 4 and 5		✓	
Skills and capabilities			
To teach at KS3, KS4 and KS5	✓		Application
To enthuse students by teaching imaginatively, employing a variety of teaching styles	✓		Observed lesson
To create a positive, inclusive learning environment	✓		Observed lesson
To differentiate teaching so that the learning of all students is addressed	✓		Observed lesson
To plan lessons in such a way that all students in the class learn effectively.	✓		Observed lesson
To manage the behaviour of students effectively	✓		Observed lesson
Personal qualities			
Enthusiastic and approachable	✓		Interview
Willingness to contribute to extra curricular work		✓	Application Interview
Good interpersonal skills with students and colleagues	✓		Interview Observed lesson
Ability to remain calm under pressure		✓	
Ability to prioritise and manage time		✓	Interview Observed lesson
High expectations of students and their behaviour	✓		Observed lesson Application Interview
Hardworking and conscientious	✓		Interview