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| This document provides the job description for both:Teacher and Subject Co-ordinator (Business and ICT)Trinity Academy GrammarJob Description |  |

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| **Post Title:** | Teacher |
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| **Salary:** | MPR/UPR |
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| **Core Purpose:** | 1. *To support the work of the curriculum leadership team to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, supporting the curriculum area, in accordance with the aims and objectives of the academy.* 2. *To contribute to raising standards of attainment and achievement by monitoring and supporting student progress, and developing students as a teacher and tutor.* 3. *To facilitate and encourage a learning experience which provides opportunities for students to achieve their potential.* 4. *To share and support the academy’s responsibility to provide and monitor opportunities for personal and academic growth and success.* |
| **Reporting to** | Curriculum Leader, Deputy Curriculum Leader or Lead Teacher |
| **Liaising with** | Curriculum Leader (CL), Lead Teachers (LT), Deputy Curriculum Leader (DCL), teaching and non-teaching colleagues, Phase Leaders, support staff and other relevant staff with cross-academy responsibilities, partner schools, other academy partners and parents. |
| **Learning and Teaching** | * To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area (CA) * To contribute to the CA’s improvement plan and its implementation * To undertake a designated programme of teaching and to plan and prepare courses and lessons * To contribute to the whole academy’s planning activities * To participate in ‘learning walks’ and other learning evaluation strategies in accordance with academy policy * Implementing academy policies relevant to teaching and learning, including behaviour, homework and assessment. |
| **Teaching** | * To teach students according to their educational needs, including the setting and marking of work to be carried out by the students in the academy and elsewhere * To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required * To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students * To ensure that ICT, Literacy, Numeracy and cross-curricular themes are reflected in the teaching/learning experience of students * To ensure a high quality learning experience for students which meets internal and external quality standards * To prepare and update subject materials * To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus. * To maintain discipline in accordance with the academy’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. |
| **Curriculum** | * To assist in the process of curriculum development and improvement planning * To support, change and develop the curriculum to ensure the continued relevance to the needs of students, examining and awarding bodies and the academy’s aims and objectives * To assist the CL and DCL to ensure that the curriculum area provides a range of teaching that complements the academy’s strategic objectives * To support the academy’s extra-curricular offer. |
| **Quality Assurance** | * To help to implement academy quality assurance procedures and to adhere to those * To contribute to the process of monitoring and evaluation of the curriculum area, in line with agreed academy procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required * To review from time to time methods of teaching and programmes of work * To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. |
| **Assessment** | * To maintain appropriate records and to provide relevant accurate and up-to-date information for the academy’s MIS * To complete the relevant documentation to assist in the tracking of students * To track student progress and use information to inform learning and teaching * To mark, grade and give written/verbal and diagnostic feedback as required * To undertake assessment of students as requested by external examination bodies, departmental and academy procedures * To support the establishment of a robust target-setting process within the curriculum area * Where appropriate, provide all relevant bodies with robust information relating to student performance and assessment. |
| **Personal Development** | * To engage actively in performance management review(s) * To participate in the academy’s ITT programme where appropriate * To take part in the academy’s staff development programme by participating in arrangements for further training and professional development * To continue personal development in the relevant areas including subject knowledge and teaching methods * To work as a member of the curriculum team and contribute positively to effective working relations within the academy * To participate in the interview process for teaching posts when required and to support the induction processes for new staff within the team. |
| **Communication** | * To communicate effectively with the parents of students, as appropriate * Where appropriate, to communicate, and represent the views, of the academy, in a professional manner * To follow agreed policies for communications in the academy * To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings and liaison events with partner institutions * To contribute to the development of effective subject links with external agencies. |
| **Management of Resources** | * To assist the curriculum leaders to identify resource needs and to contribute to the efficient/effective use of physical resources * To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, curriculum area and the students * To look after academy equipment and resources allocated to the teacher and the teacher’s teaching area (classroom/workshop/lab etc). |
| **Pastoral System and Safeguarding** | * To evaluate and monitor the progress of students and keep up-to-date student records as may be required * To contribute to the preparation of education plans, progress files and other reports * To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved * To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff * To contribute to PSHE/Citizenship and enterprise activities according to academy policy * To be a Form Tutor to an assigned group of students * To promote the general progress and well-being of individual students and of the Form Tutor group as a whole * To liaise with College Mangers and Curriculum Leaders to ensure the implementation of the academy’s Pastoral System * To register students accurately, accompany them to assemblies and supervise them in assembly, encourage their full attendance at all lessons and their participation in other aspects of academy life. |
| **Operational** | * To promote teamwork and to motivate staff to ensure effective working relations. |
| |  | | --- | | **Other Specific Duties**  All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. | | Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.  This job description is current at the date shown. In consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.          \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post Holder Name                \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post Holder Signature                \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date | | |

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| **PERSON SPECIFICATION** | | |
| **Job Title: Teacher** | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * education to degree level or equivalent * QTS/QTLS and GTC registered * an excellent track record of recent, relevant professional development * accountability for the performance of a cohort of young people * experience of effective teaching and performance within the curriculum area. | * innovative use of resources * working with young people and inner city communities * leadership of a community project or an area of school development * taking accountability for the success of an initiative |
| **Knowledge & Understanding** | * the principles behind quality teaching and learning their potential for raising standards * the principles and characteristics of effective academies * the principles and practices of planning and delivery * effective review and evaluation procedures * the application of ICT, Literacy and Numeracy to effective teaching | * community/voluntary/parent/partner agency links * strategies for ensuring equal opportunities for staff, students and other stakeholders * innovative approaches to working with students, parents, staff and the local community |
| **Personal Qualities** | * a commitment to inclusive education * evident enjoyment in working with young people and their families * empathy in relation to the needs of the academy and the local community * ability to inspire confidence in staff, students and parents * set high standards and provide a role model for students and staff * adaptability to changing circumstances/new ideas | * personal ambition and potential for further promotion * intellectual ability and curiosity * determination to succeed and the highest possible expectations of self and others * vision, imagination and creativity * personal impact and presence * an excellent record of attendance and punctuality |
| **Communication Skills** | * communicate the vision of the academy in relation improvement plans * communicate effectively orally and in writing to a range of audiences | * develop, maintain and use an effective network of contacts |
| **Decision Making Skills** | * make decisions based on analysis, interpretation and understanding of relevant data and information * demonstrate good judgement | * think creatively and imaginatively to anticipate, identify and solve problems |
| **Self Management Skills** | * prioritise and manage own time effectively * work under pressure and to deadlines * reliability, integrity and stamina * resilience and perspective | * achieve challenging professional goals * take responsibility for own professional development |
| **Team Working skills** | * work effectively as a member of a team * deal sensitively with people and resolve conflicts * seek advice and support when necessary | * motivate all those involved in the delivery team * liaise effectively with other organisations and agencies |

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| **Trinity Academy Grammar**  **Job Description** | |  |
| **Post Title:** | Subject Co-ordinator (Business and ICT) | |
| **Salary:** | MPR / UPR  + TLR 2G | |
| **Core Purpose:** | 1. To support the work of the SLG link to strategically lead the direction and development of the curriculum area in accordance with the aims and objectives of the academy.      1. To support the work of the SLG link to **raise standards** of student attainment and achievement within the curriculum area by:  * ensuring the provision of an appropriately relevant and differentiated curriculum for all students. * developing and enhancing the teaching practice of others.      1. To support the work of the SLG link to **effectively evaluate** the impact of (b) and strategically **plan for improvement** by managing and deploying all financial and physical resources within the area. | |
| **Reporting to** | SLG Link | |
| **Responsible for:** | Line management responsibility for identified teachers and/or support staff. | |
| **Liaising with** | Other leaders within the department, parents, partner primaries, freelance staff, and other academy middle leaders and SLG. | |
| **Leadership** | * To support the SLG link in the strategic leadership across the area in accordance with the aims and objectives of the academy. * To support the SLG link in the distribution of resources to ensure that the aims and objectives can be achieved. * To monitor and evaluate the progress of students towards meeting the overall aims and objectives. * To be responsible for student attainment in the area. * To support the SLG link to strategically plan for future improvements. | |
| **Curriculum** | * To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. * To support the development of appropriate syllabi, resources, SoW, assessment policies, and learning and teaching strategies in the area. * To maintain accreditation with the relevant examination bodies. | |
| **Learning** | * To establish common standards of practice within the curriculum area and develop the effectiveness of teaching and learning styles. * To keep up to date with national developments in teaching practice. * To support the SLG link in conducting QA activities in line with academy policy. | |
| **Staff Development** | * To work with the SLG link to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. * To be responsible for the efficient and effective deployment of any relevant associate, peripatetic and freelance staff. * To participate in the academy’s ITT programme where appropriate. | |
| **Assessment** | * To evaluate the performance data provided and take appropriate action on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken. * To produce reports on exam results both in terms of attainment & progress. | |
| **Communication** | * To ensure that all members of the curriculum area are familiar with its aims and objectives. * To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders. * To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies. * To represent the curriculum area views and interests in a professional manner. | |
| **Management of Resources** | * To efficiently manage the available resources of space, staff, finance and equipment within the limits, guidelines and procedures laid down; to ensure that equipment and stock is requisitioned, organised and maintained, and appropriate records are kept. * To work with the SLG link to ensure that the curriculum areas teaching commitments are effectively and efficiently timetabled. | |
| **Pastoral System** | * To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary. * To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description. * To ensure the Behaviour Management System is implemented in the curriculum area so that effective learning can take place. | |
| **Marketing and Liaison** | * To contribute to academy liaison and marketing activities, e.g. the collection of material for press releases. * To support the development of effective subject links with partner the community; attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings/other events. | |
| **Operational** | * To promote teamwork and to motivate staff to ensure effective working relations. * To support the SLG link in the day-to-day line management of staff within the curriculum area, ensuring that they follow academy policies and meet all requirements. * To support the SLG link to make appropriate arrangements for classes when staff are absent, liaising with the Cover staff where appropriate. | |
| **Other Specific Duties**    All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.    Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.  Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.    This job description is current at the date shown.  It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. | | |
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| **PERSON SPECIFICATION** | | |
| **Job Title: Subject Co-ordinator** | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * education to degree level or equivalent * QTS registered * an excellent track record of recent, relevant professional development * accountability for the performance of a cohort of young people * taking accountability for the success of an initiative * evidence of good/outstanding classroom practice * leadership of a community project or an area of school development * experience of effective teaching and performance within the curriculum area | * innovative use of resources * working with young people and inner city communities |
| **Knowledge & Understanding** | * the principles and characteristics of effective academies * innovative approaches to working with students, parents, staff and the local community * the principles and practices of strategic and operational planning and delivery * effective review and evaluation procedures * the application of ICT to effective management | * different methods of consulting with stakeholders * community/voluntary/parent/ partner agency links * strategies for ensuring equal opportunities for staff, students and other stakeholders |
| **Leadership & Management** | * work effectively both as a leader and as a member of a team * initiate, lead and manage change * prioritise, plan and organise * direct and co-ordinate the work of others * set high standards and provide a role model for students and staff * deal sensitively with people and resolve conflicts * seek advice and support when necessary * prioritise and manage own time effectively * a commitment to an open and collaborative style of management | * motivate all those involved in the delivery team * liaise effectively with other organisations and agencies |
| **Communication Skills** | * communicate the vision of the academy in relation to the development of the local community * negotiate and consult fairly and effectively * build relationships with key stakeholders * ability to communicate to a range of audiences * chair meetings effectively * communicate effectively orally and in writing to a range of audiences | * develop, maintain and use an effective network of contacts |
| **Decision Making Skills** | * make decisions based on analysis, interpretation and understanding of relevant data and information * demonstrate good judgement | * think creatively and imaginatively to anticipate, identify and solve problems |
| **Personal Qualities** | * a commitment to inclusive education * evident enjoyment in working with young people and their families * empathy in relation to the needs of the academy and the local community * ability to inspire confidence in staff, students, parents and others * adaptability to changing circumstances/new ideas * reliability, integrity and stamina * personal impact and presence * work under pressure and to deadlines | * vision, imagination and creativity * a commitment to professional development |