



King Edward VI Grammar School

Holistic, Academic, Education

Job Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headmaster. To be an effective professional who demonstrates thorough curriculum knowledge, that they can teach and assess effectively, take responsibility for their professional development and have students who achieve above or well above national expectations.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

Teach allocated students by planning their teaching to achieve progression of learning through:

- the effective management and deployment of digital resources, techniques and skills;
- working collaboratively with colleagues and others to plan, create and deploy appropriate digital resources;
- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- be aware of and make provision for students who are AEN/SEN, very able, LAC or who have other particular individual needs;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of digital and traditional teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas
 - ii. use effective questioning, listen carefully to students, give attention to errors and misconceptions
 - iii. select appropriate learning resources and develop study skills through library, ICT etc;
- ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- liaise with the Subject Leader to ensure the implementation of department policy and best practice.

Monitoring, Assessment, Recording, Reporting

- use regular formative assessment strategies to monitor and adapt how well learning objectives have been achieved and use this information to improve specific aspects of teaching and to assist HODs in identifying and monitoring departmental intervention strategies.
- mark and monitor students' work via summative and formative strategies to inform student improvement targets;

- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents;
- undertake assessment of students and participate in the school's system reporting to parents.

Curriculum Development

- Work with the department/school to support and develop plans which identify clear targets and success criteria as part of the performance management process.

Pastoral Duties

- be a Form Tutor to an assigned group of students;
- promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- liaise with Pastoral Leaders to ensure the implementation of the school's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- contribute to the preparation of Action Plans and progress files and other reports;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- contribute to PSHE and citizenship and enterprise according to school policy.

Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- know and learn their subject(s) or specialism(s) to enable high quality teaching and progress;
- take account of wider curriculum and digital developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute positively and effectively to the Every Child Matters agenda;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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. It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.