

2i/c Core Subjects (inc PE)

Job profile

“Bear fruit – fruit that will last” John 15v16-17



Core purpose

To secure fruitful progress for students in the school through the provision of high-quality teaching and learning. All teachers at the school are required to work to the national professional standards for teachers.

Specific responsibilities

To support the Head of Department in their responsibilities for all aspects of the work of a department.

1. Support the Head of Department in **strategic direction decisions** through:
 - a. Development and implementation of departmental protocols in line with whole school policies.
 - b. Assisting with the formulation of a department development plan.
 - c. Monitoring and evaluating progress to inform practices, expectations and teaching methods.
2. Assist the Head of Department in **securing and sustaining effective teaching** through:
 - a. Setting of suitable targets, goals and objectives.
 - b. Evaluating the impact of teaching towards those targets.
 - c. Taking action where teaching requires development.
 - d. Ensuring curriculum coverage, continuity and progression.
 - e. Helping to improve teaching and learning.
 - f. Developing and maintaining schemes of work including use of digital curriculum.
 - g. Ensuring that assessments are fit for purpose across the curriculum as follows:
 - i. providing suitable tests, key tasks and examination papers
 - in line with school guidance
 - in line with examination requirements
 - ii. supporting with external examinations entries.
 - h. Use of character education to ensure students' conduct in all lessons (across department) is excellent.
3. Assist the Head of Department in the **Quality Assurance procedures** by engaging in:
 - a. Daily learning walks.
 - b. Pupil book studies – usually termly (6 times per year).
 - c. Observations – in support of PMR, ECT, ITT and T&L improvement programmes.
 - d. MIS Markbook scrutiny – usually termly (6 times per year).
 - e. MIS Conduct scrutiny – usually termly (6 times per year).
 - f. MIS Attendance and Punctuality scrutiny – usually termly (6 times per year).
 - g. Student feedback collection – questionnaires, focus groups, casual conversations.
4. To be responsible for assisting the Head of Department in **efficient and effective management** through:
 - a. Supporting departmental approaches to effective restorative processes in line with character education.
 - b. Chairing, minuting and/or preparing department meetings, as required.
 - c. Representing the department at school events (eg awards evenings/results days), as required.
 - d. Attending meetings with the senior leadership team (eg mock outcome meetings), as required.
 - e. Inducting/mentoring new staff with particular emphasis on the needs of trainee and early career teacher.
 - f. Ensuring all SEN and PP students are having their needs met and their progress is in line with cohort.
 - g. Compiling a list of suggested items which may be required.
 - h. Discussing the staff deployment to classes to ensure best outcomes (particularly for PP and SEN students).
 - i. Assisting staff in use of resources to maximise productivity and impact.
 - j. Visiting classrooms daily to ensure safety, cleanliness, tidiness and purposefulness.
5. Lead on specific areas of **departmental responsibility** as agreed with the Head of Department.

General Responsibilities (all staff):

1. To assist in the delivery of the curriculum through the scheduled teaching programme and the provision of cover for absent teachers in emergencies.
2. To perform duties and attend meetings as reasonably required.
3. To assess and record students' achievements, to prepare reports and take part in parental consultations.
4. To participate in the School's performance management scheme.
5. To undergo in-service training where required to keep abreast of developments in school initiatives curriculum and subject areas.
6. To contribute to the school's pastoral system.
7. To observe and implement current school policies and good practice.
8. To carry out such particular duties as the Headteacher may reasonably direct from time to time, in accordance with the Teachers' Pay and Conditions of Service Act 1987.

Person Specification

Experience and Leadership – candidates should already have:

- Some experience of the development of good and outstanding teaching in others.
- Demonstrable outstanding outcomes across the full range of student abilities/ages (supported by data - including externally set examinations).
- Successfully lead some changes in a department/area of school life.
- Managed and motivated colleagues in some demonstrable way.

Professional knowledge – candidates should already know:

- 'The why' for teaching the subject. What is the intent?
- A framework for good and effective teaching in their subject – the implementation.
- How to support character development, academic development and spiritual development – the impact.
- How to stay abreast of current educational issues and developments – and have some examples.
- The statutory curriculum requirements for the subject,
- The exam syllabus/requirements and the examiner's report advice for the most recent year's examination.
- How to support students in gaining from the digital curriculum and how to support other staff in harnessing this.
- The latest advice and guidance around the Special Educational Needs Code of Practice.
- The relevant requirements for safe teaching and learning (Health and Safety).
- All the implications of KCSIE upon teachers.

Skills

- An excellent classroom practitioner who leads by example.
- Knows how to get on well with other people.

Attributes

- Supportive of the Christian ethos: responsible, respectful, forgiving, caring, fair, honest and trustworthy.
- Flexible and resourceful.
- Effective member of a team.
- Displays moral, intellectual and personal integrity and authority.
- Shows determination, optimism and resilience in the face of challenges and set-backs.
- Is committed to equality of opportunity, community cohesion and student social mobility.

Qualifications

- Qualified to degree level.
- Qualified teacher status.
- Recent, relevant professional development.



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