

Job Description

Job Title: Teacher of English/Humanities

Location: Hethersett Academy

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| Job title | Teacher of English/Humanities - Fixed Term until 31st August 2023 |
| Salary Scale | MPS/UPS |
| Hours of Work | 0.6 FTE |
| Responsible to | Curriculum Leader |
| Location | Hethersett Academy |

Main purpose of the role

- To ensure pupils receive an excellent education through the delivery of high quality teaching

Organisational relationships

- Responsible to Curriculum Leader
- Liaising with a variety of stakeholders

Principal accountabilities and responsibilities

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| Professional Responsibilities | <p>In this role you will need to:</p> <ul style="list-style-type: none"> • maintain a minimum level of professional conduct as set out in the Teachers' Standards. • work effectively and in a professional manner with all staff, including those from external agencies. • participate in the annual performance management cycle. • participate in and contribute to professional development activities as directed by the Curriculum Leader, Head of Year or the Senior Leadership Team. • complete any necessary accreditation or induction required for achieving or maintaining professional standing, including where relevant participation in the early-career framework. • participate in and contribute to meetings, quality assurance processes and evaluations (both internal and external) as directed by the Curriculum Leader, Head of Year or Senior Leadership Team. • participate in appropriate events in the calendar outside of normal school hours such as parents' evenings and open evenings. • have excellent punctuality, meet all deadlines and complete tasks to a high level of accuracy. • comply with all relevant Health and Safety policies and procedures. • offer active support for the Trust and Academy's ethos, policies and procedures. |
| Pastoral Responsibilities | <p>In this role you will need to:</p> <ul style="list-style-type: none"> • report all safeguarding concerns to the Designated Safeguarding Lead as soon as possible and contribute to a culture at school that prioritises the safety and welfare of children. • follow procedures and strategies in the school that promote |

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| | <p>excellent pupil attendance, punctuality and behaviour within and beyond the classroom, as set out in Academy procedures and Trust policy.</p> <ul style="list-style-type: none"> ● supervise pupil behaviour and conduct outside of the classroom as directed by the Senior Leadership Team. ● be a form tutor who teaches the pastoral programme as directed by the Head of Year and the Senior Leadership Team. ● play a full part in the life of the school, including participation in enrichment activities as directed by the Senior Leadership Team. |
| <p>Academic Responsibilities</p> | <p>In this role you will need to:</p> <ul style="list-style-type: none"> ● teach the curriculum as set out by the Curriculum Leader, including preparing pupils for examination in appropriate qualifications. ● participate in collaborative planning and resourcing within the department. ● teach timetabled lessons and any necessary additional lessons for intervention, revision or to support the transition of pupils into the next stage of their education as directed by the Curriculum Leader. ● set and check the completion of homework as directed by the Curriculum Leader, making use of whole-school systems and policies. ● ensure that work by pupils in lessons is completed to a high standard and presented in a form as directed by the Curriculum Leader. ● contribute to ongoing discussions about teaching approaches and to adopt any teaching approaches agreed within the department. ● adapt the curriculum, teaching methods and resources for pupils who have a SEND or EAL, as guided by the Curriculum Leader and the SEND department. ● assess pupil progress using a range of appropriate strategies and use this information to evaluate curriculum planning, teaching approaches and resources. ● provide reports for parents and, where necessary, write references for students to support access to the next stage of their education. |

Working Time

The job description allocates responsibilities and duties but does not allocate the particular amount of time to be spent carrying them out and no part of it can be so constructed. In allocating time to the performance of responsibilities and duties the post holder must be directed in accordance with the Academy Teachers' Pay and Conditions Document and the Academy's policies and procedures and the Academy's plan on the use of time

Employee Commitments

All employees will commit to the following key areas:

- [The vision, values and key principles of the Trust](#)
- [Equality, Diversity and Inclusion](#)
- In anyway possible, in accordance with the role, support students to achieve their potential
- In anyway possible, in accordance with the role, improve standards of education
- [Support the inclusion agenda](#)

Performance Management

Participation in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Context

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Improvement Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

Miscellaneous

To undertake any further tasks which could be reasonably expected by the Trust. The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information. The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly. The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This is an Equal Opportunities post and is in accordance with the Trust's Equality and Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure & Barring Service) to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are “spent” under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Trust

| Person Specification | Essential | Desirable |
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| Qualifications | <p>Applicants should have:</p> <ul style="list-style-type: none"> • An appropriate degree and other qualifications required for the award of QTS. • Qualified Teacher Status (trainees should be on track to achieve QTS before taking up the post) • Teachers who do not have QTS but who feel they may be suitable for the role are encouraged to contact the school in the first instance. | <p>Applications may be strengthened by having:</p> <ul style="list-style-type: none"> • A postgraduate qualification in the subject to be taught. • A postgraduate qualification in the teaching of the subject |
| Experience | <p>Applicants should have experience of:</p> <ul style="list-style-type: none"> • Teaching the subject in a secondary school across the 11-16 age range. • Assessing students for a variety of purposes using appropriate strategies. • Working with whole-school behaviour systems. • Supporting students in the subject with a SEND or EAL | <p>Applications may be strengthened by experience of:</p> <ul style="list-style-type: none"> • Teaching the subject in a Sixth Form or other Further Education setting. • Being a form tutor and supporting the wider personal development of pupils. • Examining the subject for an appropriate exam board. • Mentoring trainees and early-career teachers. |
| Skills, Knowledge | <p>Applicants should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • The subject taught, to undergraduate degree level or an equivalent standard • Different approaches to teaching the subject and the strengths and weaknesses of these • The wider role of a teacher in the personal development of pupils, including the main responsibilities of a form tutor • The statutory requirements concerning Equal Opportunities, Health & Safety, SEND and Child Protection | <p>Applicants may be strengthened by knowledge and understanding of:</p> <ul style="list-style-type: none"> • Different curriculum models in the subject(s) and the strengths and weaknesses of these • Forms of assessment commonly used in the subject(s), including in public examinations • Opportunities for teacher development in the subject(s) |

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| Personal Attributes | Applicants should have the ability to: <ul style="list-style-type: none"> • Express themselves clearly in written and spoken English • Manage pupil behaviour in line with a school policy • Build and maintain effective working relationships with colleagues, pupils, parents and the wider community • Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard | Applications may be strengthened by the ability to: <ul style="list-style-type: none"> • Offer extra-curricular and other enrichment activities for pupils • Use appropriate software and digital platforms to create and share curriculum, teaching and assessment resources |
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Signature

Date

Name