Teacher (English specialism) KS3/4 Job Description

Post Title: Teacher (English specialism) KS3/4
Reporting to: Learning Manager and Senior Leadership Team
Salary: 31,000-36,000 dependant on experience
Contract: Full-Time, Permanent
Start Date: September
School: Phoenix Bay, The Pavillion, 3 Seale Hayne, Newton Abbot, TQ12 6NQ

Phoenix Bay School is looking to appoint full-time Teacher to teach high quality classes to KS3 and KS4 classes.

Role Summary

Phoenix Bay School is looking to appoint a full-time Teacher (English Specialism) to teach high-quality classes across KS3 and KS4. The successful candidate will lead the delivery of English whilst also teaching a range of other curriculum subjects in line with their experience and the needs of the school.

We hope to recruit a passionate, driven, and experienced class teacher to work at our school. Our ideal candidate will have excellent teamwork and communication skills, boundless patience and resilience, and the ability and enthusiasm to work amongst young people with Social, Emotional and Mental health difficulties (SEMH).

You will work with a team of teachers and wellbeing mentors to help equip students with life skills that will lead them to thrive as independent, skilled adults who can go on to lead independent lives.

What we can offer you

- The chance to be part of a new and growing school community and to influence how we develop and evolve.
- A strong, happy, experience team of staff
- Access to CPD and training

  This includes but not limited too.
  - Trauma Informed Training
  - Safeguarding level 3
  - Prevent Training
  - Emotion Literacy
  - Understanding Ace's
  - Total Communication

Job Description

Job Purpose:

- To ensure that students attain the highest possible standards in all aspects of school life.
- To ensure a consistent approach to planning, teaching and assessment and to ensure that there is continuity and progression in student's learning.
- To be responsible for students' safety and welfare.
- To be an excellent classroom practitioner.
- To have an impact on educational progress beyond assigned students.
- To line manage and appraise identified staff.
- To assist in the smooth running of Phoenix Bay school at all times,

Professional Duties:

In line with the current Pay and Conditions agreement and Teachers' Standards, it is the responsibility of the post holder to carry out the following professional duties:

Fulfil the role of Teacher. This will include:

Generic Responsibilities:

- To work consistently to uphold Phoenix Bay School's ethos and values
- To follow all school policies
- To work in a co-operative and polite manner with all stakeholders
- To work with students in a courteous, positive, caring and responsible manner at all times
- To follow the child protection procedures and ensure that, students' safety and well-being is never compromised
- To be polite, co-operative and positive when communicating to other staff
- To take an active and positive role in the school's commitment to the development of staff, and their annual review procedures
- To work with visitors in such a way that it enhances the reputation of the school
- To seek to improve the quality of the school's overall service
- To present oneself in a professional way that is consistent with the values and expectations of the school.

Specific Responsibilities:

Teaching

- Relationships with children, setting high expectations and motivating learners
- Set high expectations which inspire, motivate and challenge students
- Maintain a safe and stimulating learning environment for students, rooted in mutual respect which can be used as a model for colleagues
- Set targets that stretch and challenge students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
- Lead the delivery of engaging English lessons, developing pupils· reading, writing, spoken language and literacy skills across the school.

Student progress:

Achieve good progress and outcomes

- Ensure students make at least the expected rate of progress
- Be accountable for students' attainment and outcomes and know when and how to intervene most effectively
- Plan teaching to build on students' capabilities and prior knowledge which can be used as exemplar planning documentation
- Guide students to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- Encourage students to take a responsible and conscientious attitude to their own work.

Demonstrate excellent subject and curriculum knowledge

- Have an extensive knowledge of the relevant subjects and curriculum areas, foster and maintain students' interest in the subjects, and address misunderstandings
- Demonstrate a critical understanding of developments in the subjects and curriculum areas, and promote the value of scholarship
- Promote high standards of literacy, articulacy and the correct use of standard English and model this practice for other colleagues
- Demonstrate a clear understanding of systematic synthetic phonics and model this practice for other colleagues
- Demonstrate a thorough understanding of appropriate teaching strategies for mathematics and model this practice for other colleagues.

Effective classroom practice:

Plan and teach well-structured lessons which are observed by other colleagues as models of consistently good and frequently outstanding practice

- Ensure all teaching is at least good
- Impart knowledge and develop detailed understanding through highly effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Plan out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching and share these with other colleagues contribute creatively to the design and provision of an engaging curriculum.

Diversity and special needs: meeting the needs of all students

Adapt teaching effectively to respond to the strengths and needs of all students

- Know when and how to differentiate appropriately, skilfully using strategies which enable all students to be taught effectively

- Have a clear understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- Possess an acute awareness of the physical, social and intellectual development of children, and know in detail how to adapt teaching to support students' education at different stages of development
- Have a thorough understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Assessment for learning

Make accurate and productive use of assessment

- Have an extensive knowledge and thorough understanding of how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Provide an exemplary model of how to use formative and summative assessment to secure students' progress
- Analyse and use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give students regular feedback, both orally and through accurate and frequent marking, and encourage students to respond to the feedback.

Managing behaviour

Manage behaviour effectively to ensure a positive and safe learning environment

- Maintain clear and consistent rules and routines for behaviour in classrooms, and take responsibility for promoting exemplary and courteous behaviour both in classrooms and around the school, in accordance with the school's Code of Conduct
- Maintain high expectations of behaviour, and use the school's established framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities

- Make a positive and sustained contribution to the wider life and ethos of the school
- Make a distinctive contribution to raising students' standards
- Be proactive in developing effective professional relationships with colleagues to promote collaboration, knowing how and when to draw on advice and specialist support
- Deploy support staff effectively

- Work effectively as part of a team and demonstrate positive and professional behaviour during meetings
- Contribute to the professional development of other colleagues, demonstrating effective practice and providing advice, guidance and feedback
- Communicate effectively with parents with regard to students' achievements and well-being.

Leadership and management

- Support and implement the vision and ethos of the school
- Contribute to, implement and evaluate the success of the school improvement plan relevant to your area
- Ensure that the work of your team is inclusive and issues are addressed in pastoral and/or curriculum management
- Ensure policies are translated into practice by your team and that you bring to the attention of the leadership team any which may need revisions or amendments
- Together with the leadership team, lead on the school self-evaluation process for Curriculum Innovation including lesson observations, monitoring of school standards and bringing about improvement
- As appropriate contribute to the writing of self-evaluation and policy documents
- Promote cross-curricular approaches to teaching and learning
- Be an effective role model for your team in terms of teaching, behaviour and classroom management.

Teaching and learning responsibility

- Lead on the creative curriculum ensuring continuity, consistency, balance, match and progression
- Develop, demonstrate and promote teaching and learning activities appropriate to the age and ability range.

Monitoring and assessment

- Together with the leadership team, contribute to, monitor and review the impact of teaching and student progress through the use of the school's online tracking system and the analysis of data, ensuring the use of information for planning and target setting.
- Monitor standards across the curriculum including reviewing planning, scrutinising students' work, conducting student interviews and moderating assessment judgements.

Deployment of staff and resources

- Support the leadership team in the effective deployment of staff in your TLR area
- Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area
- Manage, monitor and accurately account for any budget for the curriculum areas
- Evaluate, organise and monitor the use of resources.

Staff development

- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your TLR area

- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- Ensure you keep up to date with current developments in the curriculum and disseminate information as appropriate.

Review of Performance

Performance management reviews will focus on the post holder's responsibilities and professional development linked to the school improvement priorities.

Any other duties deemed reasonable, as directed by the Principal.

This job description may be reviewed at the end of the academic year (or earlier if necessary) and can be amended after consultation with the post holder.

Person Specification

These qualities will be assessed from the application form submitted and responses made at interview

Job Title: Class Teacher

Criteria	**Essential**	**Desirable**
Relevant Experience	• Use of a variety of teaching styles and approaches • Experience of teaching English alongside a range of other curriculum subjects.	• Previous experiences of working with children including those with social, emotional, mental health, communication difficulties and associated challenging behaviours. • The awareness of the assessment, recording and reporting of student's attainment and its use to further students learning.
Education & Training	• Attainment of GCSE (OR EQUIVALENT) Grade C in English and Maths • Qualified Teacher status or equivalent.	• Current First Aid Certificate

		• Knowledge of the changes to relevant examination specification. • Higher degree qualification, postgraduate course, recognised special • education qualification. • A passion for reading, writing and developing literacy across the curriculum.
Special Knowledge & skills Personal Qualities	• Organisational skills • Good communication skills • A commitment to safeguarding the welfare of all children. • Ability and enthusiasm to work jointly with colleagues • An outstanding classroom teacher, or has the capacity to become one • Strategic thinker who tailors lessons to students needs and abilities. • Able to prioritise between different demands • Self-motivated and able to work in a team • Patient and friendly approach • Enthusiasm, energy, flair and imagination.	• Knowledge of particular subject/technical area • Knowledge of relevant policies/codes of practice/legislation • Full working knowledge of relevant policies/codes of practice/legislation