Dovecote school is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.

**Job details**

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| **Job Title** | Unqualified Teacher |
| **Hours** | 40 hours p/w |
| **Working Weeks** | TTO + 2 weeks |
| **Salary** | Unqualified £18,419 - £28,735  Qualified £25,714 - £36,961 |
| **Responsible to** | Head Teacher |
| **Responsible for** | LSAs |
| **Purpose of Job** | High-quality teaching  Effective use of resources  Improved standards of learning and achievement for all |

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| **DOVECOTE SCHOOL VISION**   1. We strive to equip all students with the skills needed to meet their full potential through an innovative and specialised curriculum. Small scale learning communities where young people are known as individuals. 2. The learning process is active 3. The learning community is underpinned by environmentally sustainable values and practices 4. Student voice is empowered through a strong emphasis on developing individual communication strategies. 5. Families and the local community are vital partners in the life of the school, and they share in the decision-making. We work together as a team to provide a happy, safe, and stimulating environment, whilst promoting well-being for all and building confidence for the future | |
| **WE VALUE** | **WE AIM TO** |
| **LEARNING** | Create nurturing, challenging and empowering learning opportunities for children, staff and parents/carers. |
| **INCLUSION** | Offer a broad, balanced curriculum that is relevant and accessible for all children |
| **ACHIEVEMENT** | Celebrate the achievements and successes of each individual |
| **COMMUNICATION** | Ensure everyone has a voice and their contribution is valued |
| **RESPONSIBILITY** | Secure the accountability of all through distributive leadership, rigorous monitoring and evaluation |
| **REFLECTION** | Improve future performance through the continuous evaluation of our practice |
| **CREATIVITY** | Think outside the box and try new ideas to continuously raise standards |
| **COMMUNITY** | Foster positive working relationships with parents/carers, multi-agency professionals and the local community |
| **ENVIRONMENT** | Protecting our future and our planet |
| **DIVERSITY** | Promote tolerance and respect for individual differences, abilities, needs and beliefs |
| **WELL-BEING** | Create a safe, caring environment in which everyone is healthy, happy, and ready to learn |
| **TRANSITION** | Equip children and families with the knowledge, skills, independence, and resilience to face future challenges |

# Main purpose

To provide:

* High-quality teaching
* Effective use of resources
* Improved standards of learning and achievement for all

**AIMS AND OBJECTIVES**

To provide the highest quality of education, care and preparation for life for all students in the school.

* To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students with support from teaching staff
* To monitor and support the overall progress and development of students
* To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
* To contribute to raising standards of student attainment and behaviour
* To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth

# Duties and responsibilities

Strategic direction

* Develop and implement policies in line with our school’s commitment to high-quality teaching and learning
* Promote the subject, its importance, and the value that it brings across the school
* Have a good understanding of how well the subject is being delivered and the impact it has on student achievement
* Use this understanding to feed into the school development plan and produce an action plan for the subject
* Promote students’ spiritual, moral, social, cultural, physical, and mental development alongside British values in the teaching of the subject
* Consult students, parents and staff about the subject and its effectiveness, and assess the feedback against the school’s values, visions and aims
* Work with the special educational needs coordinator (SENCO) to ensure the curriculum matches the needs of different students, such as disadvantaged students and those with special educational needs and/or disabilities (SEND)
* Promote careers education through the subject and ensure that teaching and learning illustrates how the subject might lead to career opportunities
* Use additional staff in the subject area to ensure there is a framework for deployments and that teaching assistants are deployed effectively
* Liaise with our feeder primary schools on the transition of the subject to secondary school to ensure that progression is built into the curriculum

Leading the curriculum

* Develop and review regularly the vision, aims and purpose for the subject area
* Oversee the planning of the curriculum content, ensuring it is well sequenced to promote student progress
* Ensure the planned curriculum is effectively and consistently implemented across the school
* Make sure there is an effective system of assessment that oversees the progress of students to ensure the curriculum has a positive impact on students’ learning
* Have an overarching responsibility for students’ achievement and standards in the subject area

**Main Duties and responsibilities**

* Development of appropriate syllabuses, materials, schemes of work and lesson plans, which should engage, stimulate, and challenge students of all abilities, and should cater for all learning styles. This may include taking responsibility for particular courses.
* To ensure that all lessons are planned, prepared, and delivered with clear differentiation to cater for students of all abilities and backgrounds whilst ensuring individual student progress.
* To share in the preparation and delivery of SMSC elements in all lessons across the curriculum
* Employ a variety of interactive teaching methods appropriate to the age and ability of each individual student to promote a love of learning and children’s intellectual curiosity
* Impart knowledge and develop understanding through effective use of lesson time
* To maintain an up-to-date knowledge of the subject, and utilise a range of teaching methods in line with currently acknowledged best practice
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy and the correct use of standard, whatever the teacher’s specialist subject reflect systematically on the effectiveness of lessons and approaches to teaching
* To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired on a regular basis according to the school homework policy
* To use directed time to actively contribute to the wider life of the school by organising and running appropriate extra-curricular activities
* To fully incorporate the teaching of skills including literacy, mathematics and communication into subject delivery.

**Management and assessment**

* Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* To take responsibility for particular aspects of the subject(s) in consultation with the Head
* Use relevant data to monitor progress, set targets and plan subsequent lessons
* Be accountable for students’ attainment, progress and outcomes
* Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
* To register each class using the electronic registration system or paper system according to school procedures.
* To take responsibility for the safe keeping of the electronic folder or laptop used for registration etc.
* Work with and manage challenging behaviour, enabling students to develop from needing external control, developing self-control
* To keep appropriate records and to complete assessments and profiles of students as required by whole-school policy.
* To maintain the allocated teaching areas to ensure that they are conducive to a stimulating and exciting learning experience.
* To monitor and control the use and storage of teaching materials, books, and equipment.
* To supervise the use and care of the school fabric and equipment by the students and to ensure their adherence to relevant health and safety regulations.

**Communications and Meetings**

* Communicate effectively with parents with regard to students’ achievements and well-being.
* Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
* To alert Head and SLG and other staff to problems arising with individual students in accordance with whole school policies.
* To participate actively in meetings with colleagues and parents/Carers.
* To attend INSET sessions and working parties related to new initiatives in teaching and learning.

Leading and managing staff

* Establish an effective team and hold regular meetings on the subject half termly to keep staff informed on any developments or changes
* Provide support to staff regarding teaching and learning, resources, and planning in the subject area
* Monitor teaching and learning by visiting lessons, scrutinising books, and talking with students to assess how well the subject area is being implemented and how well it is delivered across the school
* Provide feedback to staff based on the above observations to identify training needs and provide continuing professional development (CPD) in the subject area
* Coach and model team teaching
* Liaise effectively with exam boards to ensure that teachers understand and are familiar with the syllabuses that are being delivered
* Support teachers to make accurate assessments, manage internal and external moderation, and complete external moderation exercises
* Take responsibility for performance management for your team, appraising staff in line with the school’s appraisal policy
* Contribute to timetabling and manage setting students into attainment groups

Efficient and effective deployment of resources

* Provide support with textbooks and library books in subject area
* Create a safe, welcoming environment and take care of the classroom accommodation, ensuring classroom displays are stimulating, of high quality, and inspire curiosity in students
* Audit, check and manage resources to ensure they are up to date and match student and curriculum needs
* To be informed about the financial basis of the operation of the school and to assist in seeking ways of deploying resources to the maximum benefit of the students.
* Prepare appropriate resources for remote learning to ensure the curriculum can be delivered to students learning from home due to coronavirus

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the careers leader will carry out. The postholder may be required to do other duties appropriate to the level of the role.

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| Person Specification | | |
|  | **ESSENTIAL** | **DESIRABLE** |
| **Personal Attributes** | * Be responsive and reflective * Be accountable, honest, and reliable * Provide individuals with confidence, inspiration, direction, and guidance * Understanding and empathy with the work of the school * Self-motivate with a positive attitude * Develop innovative solutions |  |
| **Job Skills** | * Possess a good ability to communicate effectively using records, reports, emails, and verbal communication with individuals and groups. * Ability to prioritise * Ability to use IT: Microsoft Word and Outlook, * Strong organisational skills * Attention to detail * Ability to work collaboratively and co-operatively with all professional colleagues and students * Hold a full UK driving license. | * Influencing and negotiation skills |
| **Knowledge** | * Knowledge and understanding of the principles of teamwork * Non-discriminatory practice * Working as part of a team * Good understanding of Safeguarding legislation, policy and procedures. * Ability to deal with complex and challenging behaviour * Expert knowledge of the National Curriculum, particularly the [insert subject name] curriculum * Understanding high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve * Awareness of local and national organisations that can provide support with delivering the subject * Ability to build effective working relationships with staff and other stakeholders * Ability to adapt teaching to meet students’ needs * Ability to build effective working relationships with students * Knowledge of guidance and requirements around safeguarding children * Good IT skills * Effective communication and interpersonal skills * Ability to communicate a vision and inspire others | * Working with children and young people who have experienced trauma. * Understanding SEN YP * Working within an AS framework |
| **Experience** | * Working individually and within a team * Leading, supervising, and managing teams * Building and maintaining effective working relationships * Ability to tailor teaching and learning to the needs of individual students * Ability to lead and coordinate effectively | * Working with SEN young people * Successful experience of subject leadership |
| **Qualifications** | * Full Manual UK Driving License * Qualified Teacher Status. * Degree in relevant subject area. * To aspire to be an outstanding classroom practitioner. * Strong current subject knowledge. * Relevant Teaching Qualification * Willingness to work towards further qualifications as required | * Emergency First Aid in the Workplace * Team Teach or similar |
| **Training** | * Commitment to personal and professional development. * Ability to engage with learning opportunities including effective use of supervision, training, e-learning, and feedback |  |
| **Working Conditions** | * The ability to be physically able to perform your duties as recognised in Team Teach * A satisfactory DBS will be required for all employees |  |

# Notes:

This job description may be amended at any time in consultation with the postholder.

Last review date:

Next review date:

Headteacher/line manager’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Postholder’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_