BRUNEL COLLEGE
The Wessex Partnership Trust
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Job Description

This job description sets out a summary of the key features of the role. It is not intended to be exhaustive and will be reviewed periodically to ensure it remains appropriate for the role. The post-holder must also undertake other duties within his/her competence or otherwise appropriate to the grading of the post as required. The post-holder must comply with the school's Equality Policy, Safeguarding& Child Protection Policy and Health &Safety Policy, and complete enhanced disclosure forms.

Classroom Teacher	
Salary range	MPS, dependant on experience and qualifications
Responsible to	AHT Head of Teaching and Learning
Responsible for	
Purpose of Role	• To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students within a subject area. • 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
Main Duties	• To lead the teaching of a curriculum subject and assist general tutors in the delivery of that subject. • To plan and prepare courses and lessons with oversight and contribute to the centre's planning activities. • To develop a curriculum area for enrichment activity. • To undertake outreach tutoring responsibility, working with individuals out of school. • To develop appropriate syllabuses, resources, schemes of work, and contribute to marking policies and teaching strategies within curriculum areas.

Person Specification

	Essential	Desirable
Qualifications (MPS and UPS)	Relevant teaching experience	QTS Evidence of continuing professional development
Qualifications (UQT)	Relevant teaching experience	
Experience		Experience in a school setting
Teaching Skills	Ability to deliver good teaching and learning and to motivate, challenge and inspire our students Ability to teach within a specialist area.	Potential to deliver outstanding teaching and learning
Communication Skills	Ability to communicate sensitively, imaginatively and effectively with young people. Ability to communicate effectively with parents, to represent the school clearly and positively and feedback information as appropriate.	Ability and experience of communicating effectively with colleagues in other schools
Interpersonal Skills	Ability to work independently and as an integral member of a team (listening, being open to discussion, valuing contributions of others). Good skills in liaising with associate staff, and professionals outside School.	Ability and experience of working collaboratively and successfully with colleagues in other schools
Administrative Skills	Ability to plan sequences of lessons, organise time and resources.	
IT Skills	Ability to use IT effectively as an integral component to the role	Commitment to developing IT skills in relation to aspects of the role.
Other		UK Driving License

Standards Applicable to the Role

PART ONE – TEACHING
A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, and behaviour which are expected of pupils

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out –of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special education 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

6. Make accurate and productive use of assessment

- know and understand how to the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the schools, in accordance with the school's behaviour policy

- have high expectations of behaviour, and establish a 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 pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being

PART TWO – PERSONAL AND PROFESSIONAL CONDUCT

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Expectations of all Brunel College staff

STAFF DEVELOPMENT	• To take part in staff development programmes by participating in arrangements for further training and professional development. • To engage actively in the Performance Management Review process.
COMMUNICATIONS	• To co-operate and communicate with other teaching and support staff. • To communicate effectively with the parents of students as appropriate and where appropriate, to communicate and co-operate with outside agencies. • To follow agreed policies for communications in the school.
MANAGEMENT OF RESOURCES	• To support the process of the ordering and allocation of equipment and materials with relevant staff. • To identify resource needs and to contribute to the efficient/effective use of physical resources. • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of all.
PASTORAL SYSTEM	• To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. • To contribute to the Personal Development curriculum and Edge groups. • To apply the Positive Behaviour Policy so that effective learning can take place.
ADDITIONAL DUTIES	• Maintain successful relationships by treating pupils consistently with respect and consideration and use a range of strategies to provide a purposeful environment that promotes good behaviour. • Work collaboratively with colleagues in the wider management of the centre including transportation and supervision of students in off-site activities. • Understand and implement all school policies and procedures, including Health and Safety and safeguarding policies. • Promote positive attitudes, values and behaviour. • Where appropriate, guide the work of other adults who are supporting teaching and learning in the classroom and support the provision of PPA time for other teaching staff. • Ensure the safe organization of learning activities and the physical teaching space and resources for which they have responsibility.