



Subject Teacher Job Description

Directly Responsible to: Head of Faculty/Department

Main Purpose of Job and Principal Accountabilities:

(1) Liaison and Co-operation

The teacher will work in liaison, contact and co-operation with:

- other members of staff in particular their head of Department/Faculty/Year
- members of Borough support and advisory services
- organisations and networks relevant to the teacher's specialism or subject
- parents, governors and the local community

(2) Policy and Legal Framework

The teacher will work within the framework of national legislation, including Education Acts from 1994 to 1986, and the Schoolteachers Pay and Conditions Act 1987 (and recent document 1995).

- school policies and guidelines on the curriculum and school organisation
- Borough policies, in particular those relating to curricular aims and principles, and to race and gender equality.*

3) Tasks and Duties

The Pay and Conditions Act 1987 lists the duties to be included in all Job Descriptions for teachers. The following statement is intended to incorporate all the duties itemised in Schedule 3 of the Act, and any subsequent statutory instruments made under the Act. The tasks and duties listed in section 3 (i-xii) below are required for all teachers. These may be reviewed at least once a year, usually in the Summer Term.

(i) Planning

To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in one's class

(ii) Setting and supervising work by pupils

To teach a class, or classes, sets, groups or individual pupils, and to set tasks to be undertaken both at school and elsewhere.

(iii) Marking and recording

To mark and assess pupils' work and to record their development, progress and attainment, both at school and elsewhere.

(iv) Discipline and relationships

To maintain good order, discipline and respect for others among pupils; to promote understanding of the school's rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning.

(v) Communication with parents

To build and maintain co-operative relationships with parents, and to communicate with them on pupils' learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

(vi) The Classroom

To maintain an attractive and stimulating classroom environment, and to contribute to displays in the school as a whole.

(vii) Overall policy and review

To take part in whole-school reviews of policy and aims, and in the revision formulation of guidelines.

(viii) Reports

To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils.

(ix) Review

To evaluate and review one's own teaching methods, materials and schemes of work, and to make changes as appropriate.

(x) Professional development

To keep up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings, and take part in appraisals and reviews of one's work arranged by the headteacher.

(xi) Corporate life

To take part in the corporate life of the school by, for example, attending assemblies, registering the attendance of pupils, and supervising pupils before and after school sessions.

(xii) Equality policies

To help ensure that subject-matter and learning resources reflect Borough and school policies on race and gender equality, and that the implications of these policies are borne in mind in relation to all the tasks and duties listed in (i) - (xii) above



Person Specification for Subject Teacher

Applicants should be able to provide evidence that they have the necessary qualities and attributes required by the post. These qualities may be demonstrated in the supporting statement; however, it is more likely that they will be more fully assessed during the interview process and from the references.

	ESSENTIAL	DESIRABLE	Measured by
QUALIFICATIONS	Qualified Teacher Status		A/ Certificate
	Degree or equivalent		A/Certificate
EXPERIENCE	Teaching within the subject area in Key Stages 3 and 4.		T
KNOWLEDGE AND SKILLS	Knowledge of the National Curriculum for their subject		A/I
		The ability for further career progression within the teaching profession	A/I
	Willingness to keep up to date in subject knowledge and national developments.		A/I
	Ability to teach a 'Good to Outstanding' lesson		T
	Competence in the use of Information and Communication Technology.		A/I
	Ability to plan and teach effectively using a variety of strategies.		T
	Excellent interpersonal skills with both adults and children.		T/I
	Ability to communicate effectively both verbally and in writing		A/I
	Ability to prioritise and organise own work.		A/R
	Knowledge of Health and Safety procedures and their application.		A/I/T
	Committed to personal development.		A
		Willingness to contribute to other areas of school life.	I
Personal Qualities	To carry out professional duties in a positive, helpful and courteous manner.		I/T
	To have high aspirations and expectations for their students and themselves.		
	Committed to raising standards and continuous improvement.		

	To be dedicated to the success of the students, their teams, the school and themselves.		

In addition to assessing the candidates' ability to perform the duties & responsibilities associated with the post, the interview will also explore issues relating to safeguarding & promoting the welfare of the students.

Application form

The appropriate application form should be **fully completed** and legible. The personal statement should be clear, concise and related to the specifics of the post.