

West Newcastle Academy Teaching Posts

The post of teacher in the West Newcastle Academy will be appointed in accordance with the current standards for teachers published by the DfE, May 2012. This post will offer competitive rates with other similar schools. This job description may be amended at any time following discussion between the Head Teacher and member of staff, and will be reviewed annually, taking into consideration any new recommendations and requirements from the DfE.

Job Purpose

To carry out the professional duties of a teacher as circumstances may require, in accordance with the school's policies under the direction of the Head Teacher.

Throughout their employ a teacher needs to ensure they are accountable for achieving the highest possible standards in work and conduct, acting with honesty and integrity: have strong subject knowledge and be committed to continual professional development, engage in reflective practice and building positive relationships with all levels of stakeholders attached to the school.

Teachers must:

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, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' interests, capabilities and prior knowledge
- 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, whilst promoting an atmosphere of joy in learning.

Demonstrate a good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, to foster and maintain 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
- demonstrate a clear understanding of systematic synthetic phonics, if teaching early reading
- demonstrate a clear understanding of appropriate teaching strategies, if teaching early mathematics

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 relevant 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)

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 how 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

Make accurate and productive use of assessment

- know and understand how to assess 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

Promote good behaviour to ensure an inclusive, 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 school, in accordance with the school's behaviour policy

- have high expectations of behaviour, and establish a framework for conflict resolutions with a range of strategies,
- 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

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

PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career

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, and maintain high standards in their own attendance and punctuality and have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

NEWLY QUALIFIED TEACHERS

NQT will be assessed against the above criteria at the end of their induction period. The assessment will be based on:

- What should reasonably be expected of an NQT working in the relevant setting and circumstances, within the current standards.
- An expectation that NQTs have effectively consolidated their training and are demonstrating their ability to meet the standards consistently and over a sustained period of time

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the Head Teacher to undertake work of a similar level that is not specified in this job description.