



## **CORLEY CENTRE**

### **JOB DESCRIPTION**

#### **TEACHER**

##### **Overall Role and Remit:**

- To maximise the achievement of all students
- To be responsible for all students' safety and welfare
- To develop and promote the curriculum subject across the school
- To work collaboratively with all other staff within the school in sharing good practice and improving overall provision

**Responsible to:** Middle and Senior Leadership Teams

**Teachers at Corley Centre are expected to fully meet the National Teachers' Standards (September 2012):**

##### **PART 1: TEACHING**

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

1. Establish a safe and stimulating environment for pupils, rooted in mutual respect
2. 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

1.2. Promote good progress and outcomes by pupils

1. Be accountable for pupils' attainment, progress and outcomes
2. Plan teaching to build on pupils' capabilities and prior knowledge
3. Guide pupils to reflect on the progress they have made and their emerging needs
4. 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

1.3. Demonstrate good subject and curriculum knowledge

1. Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
2. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

3. 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
4. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

#### 1.4. Plan and teach well structured lessons

1. Impart knowledge and develop understanding through effective use of lesson time
2. Promote a love of learning and children's intellectual curiosity
3. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
4. 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)

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

1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these
3. Demonstrate an awareness of the physical, social and intellectual development of children, and know 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 educational needs; those with 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

#### 1.6 . Make accurate and productive use of assessment

1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
2. Make use of formative and summative assessment to secure pupils' progress
3. 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

#### 1.7 Manage behaviour effectively to ensure a good and safe learning environment

1. 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
2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

3. 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 where necessary

#### 1.8 Fulfil wider professional responsibilities

1. Make a positive contribution to the wider life and ethos of the school
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
3. Deploy support staff effectively
4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
5. Communicate effectively with parents with regard to pupils' achievements and well-being

## **PART 2 PERSONAL AND PROFESSIONAL CONDUCT**

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

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
2. Having regard to the need to safeguard pupils' well-being, in accordance with statutory provisions
3. Showing tolerance of and respect for the rights of others
4. 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
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

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

2.3

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

**ADDITIONAL DUTIES:** any other duty deemed reasonable, as directed by the Headteacher.

**REVIEW OF PERFORMANCE: All teachers at Corley Centre are expected to fully engage in Performance Management.**

Appraisals at Corley Centre will be a supportive and developmental process designed to ensure that all teachers have the skills and support they need to carry out their role effectively. They will help to ensure that teachers are able to continue to

improve their professional practice and to develop as teachers. (Corley Centre Performance Appraisal/Capability Policy September 2012)

**CODE OF CONDUCT:** All staff must ensure that their standards of conduct are, at all times, compliant with the Coventry City Council Code of Conduct.

**GENERIC RESPONSIBILITIES OF ALL CORLEY CENTRE STAFF:**

To work consistently to uphold the school Mission Statement

To uphold the reputation of the school

To follow all school policies and systems

To contribute to lunchtime delivery of activities

To work with students in a courteous, positive, caring and responsible manner at all times

To work in a co-operative and polite manner with all stakeholders

To follow all safeguarding and child protection procedures and so ensure that children's safety and wellbeing are never compromised

To be polite, cooperative and supportive when communicating to other staff

To work with visitors to the school in such a way that it enhances the reputation of the school

To seek to improve the quality of the school's provision

To present oneself in a professional way that is consistent with the values and expectations of the school

**PERSON SPECIFICATION: TEACHER (SUBJECT LEADER)**

<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>WHERE MEASURED</b>
Qualified Teacher Status	√		Application
Commitment to safeguarding children and full knowledge of safeguarding and child protection procedures	√		Application Interview Reference
Experience	Refer to details of specific post	Refer to details of specific post	Application
Evidence of recent continuing professional development	√		Application
Experience of working with students with special educational needs	√		Application Interview
Experience of working with students with autism	√		Application Interview
Knowledge and understanding of autism and the ability to put this into practice on a daily basis	√		Application Interview
Experience of supporting students with challenging behaviours	√		Application Interview
Quality of teaching	Good  (Working towards a Teaching over	Outstanding	Application  Interview

	Time Judgement of Outstanding)		Reference
<b>CRITERIA</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>WHERE MEASURED</b>
Good ICT skills for personal administration and as part of classroom teaching	√		Application Interview
Up-to-date subject knowledge and ability to teach full National Curriculum and GCSE range	√		Application Interview
Knowledge of formative and summative assessment, recording and reporting of students' progress and achievements	√		Application Interview
Ability to support other teachers and support staff in the delivery of the subject	√		
Ability to mentor students	√		Application Interview
Ability to develop positive relationships with students to ensure their safeguarding and academic and personal progress	√		Application Interview Reference
Desire and ability to contribute to the wider life and ethos of the school	√		Application Interview
Ability to communicate	√		Application

effectively with parents/carers and the wider community in written and verbal form			Interview
--	--	--	-----------

**This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointments to this post will be conditional upon the receipt of a satisfactory response to a check of police records via the Criminal Records Bureau.**

**Corley Centre is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff, volunteers and visitors to share this commitment.**