



MAIN SCALE TEACHER

RESPONSIBLE TO: **RESPONSIBLE TO YEAR & SUBJECT LEADERS**

GRADE/HOURS: **MAIN SCALE / FULL TIME**

The Role

The role of the Subject Teacher at the School involves the pastoral care of pupils in a specific year group and subject teaching within key stages 2 and 3. The Sharnbrook Academy Federation provides for the opportunity to teach across 4 schools, 9 to 19, where this is a requirement of the post and should colleagues wish to improve their subject knowledge across the federation age-range.

The positions are suitable for recently qualified staff (QTS) as well as experienced staff. Colleagues are also asked to refer to the Teachers' Pay and Conditions document , the TTA standards for qualified teachers and the National College standards for leadership.

The role encompasses a wide range of responsibilities and duties, which include:

Teaching and Educational Methods

1. The responsibility for the spiritual, moral and social and cultural development of the pupils.
2. Providing work which is relevant and specific to the school's curriculum and subject policy statements.
3. The teaching of a number of subjects for class teachers in Years 5 and 6 including: English, Humanities, Mathematics, Design and Technology, Personal, Social and Health Education and Religious Education; and, some specialist teaching in key stage 3.
4. The teaching of a narrower range of subjects for subject specialist teachers in Years 7 and 8. Wherever possible this will reflect the subject specialism of the member of staff.
5. Providing work which reflects the range of abilities through the use of resources, and a range of appropriate teaching strategies and methods.
6. Monitoring pupil homework diaries on a weekly basis and reporting concerns to the subject teacher.
7. Responsibility for the personal development of curriculum strengths through the objectives stated in the School Improvement Plan and individual Professional Improvement Plans.
8. Liaising with the Subject Leader for the monitoring of teaching and learning and arranging mutually convenient times for support and observation in this respect.
9. Directing the work of Cover Supervisors, Teaching Assistants and HLTAs within the lesson, in your absence and providing appropriate planning, in this regard.

Assessment, Recording and Reporting

1. Maintaining records of lesson plans, schemes of work and pupil attainment relating to individual pupils and groups of pupils; including tracking of individual pupil progress.
2. Reporting academic and social concerns to the Special Education Needs Co-ordinator, recording details of this referral and supporting the school policy for SEN.
3. Completing interim and end of year pupil progress reports to parents within the agreed time and procedural framework.
4. Meeting with parents to discuss the academic progress and pastoral care of pupils on Consultation Evenings and other times according to parental requests and school needs.
5. Participating in the school assessment policy and arrangements for preparing and supervising pupils for key stage 2 standard tests and recording and reporting assessment details.

Caring for the Pupils

1. The management of pupil behaviour within the school's Code of Conduct and the Rewards System.
2. The responsibility for the pastoral care of a registration class and a first reference for difficulties encountered by pupils as referred by the subject teacher.
3. Participating in the duties, within directed time, which form part of the school's daily organisation and procedures.
4. Preparing the registration class, in consultation with the Heads of Religious Education and PSHE, for taking part in a school assembly and for the daily act of worship using the school 'thoughts for the week'.
5. Attending assemblies and supervising pupils before, during and after school sessions as detailed in the duty team rosters.
6. Registering the attendance of pupils using the SIMS Pupil Attendance system and ensuring that absences are authorised.
7. Recording in a clear and consistent way pastoral care concerns, interviews with parents and the actions taken using school procedures and circulating these details via the School Secretary to the Class Teacher(s), Head(s) of Year, the Head of School and Assistant Headteachers.
8. Safeguarding the emotional health and well-being of pupils through close working with the School Child Protection Officer.
9. Safeguarding the health and safety of pupils and reporting concerns regarding organisational procedures, equipment and the premises to the Health and Safety representative.

Staff Meetings

1. Attending Pastoral Year Meetings to share pastoral care concerns with colleagues and the Head of Year.
2. For Year 5 and 6 teachers, attending Year Meetings to plan and evaluate curriculum matters.
3. Attending Subject Meetings, Staff Meetings, Curriculum Development Meetings and Staff Training and Development Meetings as directed.

Performance Management

1. Taking a full part in the school's policy for Appraisal (Performance Management).
2. Maintaining an individual professional development portfolio and other documentation to achieving this end.
3. Ensuring that the following school documents are understood and complied with in full: Staff Handbook (and policy documents therein); Appraisal Policy; and, the School Development Plan.

Resources

1. The management of classroom and curriculum resources, identifying need, storage and retrieval.
2. Providing class and subject bases with an attractive display environment, appropriate to the pupils, in consultation with colleagues and with the support of a Teaching Assistant.

January 2016

PERSONNEL SPECIFICATION

MAIN SCALE TEACHER

The following areas of assessment should be addressed when considering your application. They will be assessed through the process of interview, application form, letter of application and references. There is no requirement to submit a CV or testimonials. Candidates are expected to pay close attention to the application form requirements.

Letters of application that accompany the application form should be set out to address the person specification, using the sub-headings therein.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • A good honours first degree. • For Key Stage 3 – ‘A’ level(s) in the relevant subjects and qualifications aligned to requirements (e.g. SCITT/ PGCE) • Teaching Certificate (QTS) for Main Scale positions. • Curriculum Components in one or more of the required subjects (i.e. as advertised) 	<ul style="list-style-type: none"> • For QTS, PGCE/ BEd qualification in at least one of the required subjects (i.e. as advertised)
Experience	<ul style="list-style-type: none"> • For QTS - Successful Teaching Practice experience in key stage 2 or 3, including the relevant subject area(s). • For GTP – a 2 week placement in a school setting, preferably to include key stages 2 and 3. • Evidence of a desire to pursue a balanced programme of continuing professional development. • Evidence of ICT teaching skills. 	<ul style="list-style-type: none"> • Successful Teaching Practice experience in key stages 2. • Teaching or school experience gained in a middle school.
Skills / Knowledge	<ul style="list-style-type: none"> • Good communication skills with pupils, staff and parents. • An ability to plan appropriate lessons following longer-term plans and schemes. • Knowledge of the relevant subject in the National Curriculum, including the Numeracy and Literacy Strategies and the Secondary Curriculum reform. 	<ul style="list-style-type: none"> • An awareness of the teacher standards suggested for teaching as detailed in the ‘National Standards for Classroom Teachers’ and the National College.
Philosophy	<ul style="list-style-type: none"> • Demonstrate an understanding of the role of the Classroom Teacher (Pastoral) as it applies to The School. • Self motivated and self reliant with a readiness to seek and accept support. • Commitment to and genuine interest in the post. • Desire to continue to improve professional competency and qualifications. 	<ul style="list-style-type: none"> • Evidence of the need to consider inclusion, equal opportunities, multi-cultural education and individual needs in the classroom. • Clear expression of views on how children learn and how we can meet their needs.
Other Factors	<ul style="list-style-type: none"> • A well-presented and articulate application addressing the job description. • Recognition of the need for career progression, professional development and the maintenance of a career profile in this regard. 	<ul style="list-style-type: none"> • Evidence of previous full involvement in community, school or university life, including extra-curricular activities. • Experience of working within the Community (e.g. parents / PTAs / Playschemes, Summer School etc.)

