



JOB PROFILE

Post Title:	Teacher (Secondary)
Portfolio:	Education, Skills and Employment
Responsible to:	Headteacher or person designated by the Headteacher
Responsible for:	N/A
Grade:	

Job Purpose

To improve the lives of all within our community and help the island thrive by providing high quality teaching and learning, enabling students to thrive and by contributing to securing improved standards of learning and achievement. Focusing both on pupil outcomes and development of the individual. Every member of school staff has a responsibility to work to secure and maintain COBIS standards and support best practice re safeguarding.

Main Duties and Responsibilities

1. Key to the success in improving standards of learning and achievement is high quality and effective teaching which adheres to COBIS standard 7. The teacher will:

- Plan, prepare and deliver Programmes of Study in the specified subject(s) to designated class(es)
- Plan, prepare and deliver inclusive, differentiated lessons to cater for the abilities of all students
- Support the learning of all students through formative assessment tools such as target setting and quality feedback
- Monitor and evaluate students' progress, including thorough assessments, marking of students work, record keeping and written reports and work within these requirements
- Plan, prepare and teach extra-curricular lessons
- Participate with the relevant personnel to develop appropriate syllabi, schemes of work and materials for use with students.

2. Health, safety, welfare and pastoral care are integral to providing a safe, calm and well-ordered environment for all students. The teacher will:

- Effectively promote the discipline and welfare of all students both in class and around the school which includes monitoring and follow up on behaviour of students in accordance with the Whole School Behaviour Policy and recording details of such on SIMS. This includes supervision of students at break and lunchtimes and after school detentions and contacting parents as and when required.
- Manage pupil behaviour through the use of positive behaviour management strategies
- Follow school procedures in relation to health and safety and pastoral care
- Understand and integrate COBIS standards 2 (Student Welfare) and 5 (Ethos and Values) into teaching practice and daily classroom routines



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3. In relation to physical and financial assets, the teacher will:

- Assume responsibility for teaching and learning resources within their class or subject area including a laptop
- Monitor the condition of their classroom/work area and report any concerns to the relevant officer

4. To encourage and engage in collaboration with others in order to bring positive benefits to the school the teacher will:

- Participate in meetings with colleagues, students, parents and other key stakeholders or professionals in relation to the duties of this role
- Be proactive in the life of the school through participation in school events, parents' evenings and the Parent Teachers Association etc.

5. The teacher will contribute to practices and activities necessary for the operation and management of the wider school environment which include but are not limited to:

- Supporting the holistic development of all students which includes ensuring their health, wellbeing, safety and security
- Supervising students in the school playground or on school related activities outside of the school premises
- Participating in extra-curricular activities as designated by the Headteacher or person designated by the Headteacher
- Assisting with inventory requirements
- Cover teaching of classes when there is an emergency staff shortage within the school.

6. In addition to the aforementioned responsibilities, the teacher will:

- Maintain a professional manner both within the school and the wider community
- Adhere to all SHG, Portfolio and school policies, practices and procedures and work within these requirements
- Undertake training relevant to the role by attending Continuous Professional Development courses relevant to the post and all Staff Development Days
- Maintain the attached Standards for Teachers as specified in the Education, Skills and Employment Portfolio's Competency Framework for Teachers and Educators



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Special Conditions

- Supporting all students, and their parents/guardians. This may involve difficult conversations and challenging situations.
- This post is a school facing post. All leave should be taken in the school holidays, excluding exceptional circumstances e.g. medical matters, family matters. These will be explored on an individual basis.

This job profile is not an exhaustive list of duties and responsibilities. There may be other ad hoc duties that fall within the remit of the role that the job holder may need to complete. In addition, the job holder will be required to carry out any other reasonable duties as requested which are commensurate with the grading and level of responsibility for the role.



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PERSON SPECIFICATION

Criteria	Essential / Desirable	Application Form	Selection Process
Qualifications:			
UK Qualified Teacher Status (B Ed, PGCE or IPGCE) or equivalent qualification (Level 4 or 5 teaching qualification for local staff)	E	√	
Knowledge & Experience:			
Considerable recent and relevant experience of teaching in a secondary school.	E	√	
A minimum of 1 years' experience in teaching the UK Curriculum	E	√	
An understanding of the importance of observing confidentiality and data protection	E	√	√
An understanding of how to handle, resolve and escalate enquiries and pass on information promptly	E		√
Experience of working independently and as part of a team	E	√	√
Experience of using information to develop solutions and solve problems	E		√
Maintain knowledge in First Aid, Safeguarding and Fire Safety by attending mandatory training courses	E		√
Skills and Abilities:			
A good standard of verbal communication and interpersonal skills are required for interaction with pupils/students, colleagues and parents	E		√
A good level of written communication is required when developing lesson plans, writing reports etc.	E	√	√
Intermediate statistical analysis and analysis of information	E		√
Good interviewing and negotiating skills	E		√
Good IT skills and competent in using ICT systems and programmes relevant to role	E	√	√
The ability to interpret and apply data relevant to the role	E	√	√
Excellent listening skills and a polite manner	E		√
Ability to show patience and understanding	E	√	√
Good organisational and methodical skills with the ability to plan and manage a personal workload	E	√	√
The ability to remain calm when under pressure	E	√	√
Self-motivated with the ability to motivate, inspire and	E		√



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have high expectations of pupils/students			
A caring and polite manner with the ability to show patience, tolerance and understanding	E		√
The ability to be innovative and creative is required when planning and preparing work programmes	E		√
Ability to deliver presentations and to vary language to meet the needs of all pupils/students/parents	E	√	√
Ability to apply objective judgement, use own initiative and work independently	E	√	√
Other:			
Self-motivated with the ability to motivate, inspire and have high expectations of students	E	√	√
A passion for teaching pupils/students	E	√	√
Willingness to work flexibly and be adaptable which includes working outside of normal working hours and during the school holidays when required.	E		√
A thorough understanding of safeguarding procedures and committed to safeguarding and promoting the welfare of children, young people and vulnerable adults.	E		√
Contribute to a positive working environment ensuring commitment to equality and diversity.	E		√
A sense of humour	E		√
Is honest and reliable	E		√

Our Values

FAIRNESS

We act as role models and have fair and consistent standards. We champion equality, inclusion and respect.

INTEGRITY

We communicate openly and we are honest, accountable and ethical.

TEAMWORK

We work together and we support each other.



COMPETENCY FRAMEWORK FOR TEACHERS AND EDUCATORS

Professional Standards – Teachers

(DfE Teachers' Standards – Guidance for school leaders, school staff and governing bodies
July 2011 (updated 2021))

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

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, values 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 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
 - if teaching reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching mathematics, demonstrate a clear understanding of appropriate



teaching strategies including maths mastery.

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 how best to overcome these
- 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 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 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.

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 school, 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

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 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.