



Teacher/Tutor Job Description and Person Specification.

Progress Schools

JOB TITLE: Key Stage 3 & 4 Teacher

SCHOOLS:

- Buckinghamshire
- Cumbria
- Northamptonshire
- Merseyside
- Greater Manchester
- Lancashire
- High Wycombe
- Carlisle
- Northampton & Thrapston
- Wirral x 3 & Liverpool
- Wigan & Stockport
- Chorley

REPORTS TO: Head Teacher

PURPOSE:

Key Stage 3 & 4 teachers develop schemes of work and lesson plans in line with curriculum objectives. They facilitate learning by establishing a relationship with students, and by their organisation of learning resources and the classroom learning environment.

Progress School teachers/tutors develop and foster the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude.

They assess and record progress and prepare students for examinations. They link students' knowledge to earlier learning and develop ways to encourage it further, and challenge and inspire students to help them deepen their knowledge and understanding.

ABOUT PROGRESS SCHOOLS:

Progress Schools are a multi sited company with each school registered separately with the Department for Education as an Independent School. We specialise in teaching students whom may present challenging behaviours or are not suited to mainstream education. We offer an alternative curriculum to meet the needs of each student on an individual basis. Our core values are;

Positivity

Responsibility

One team

Growth

Respectful

Exceptional

Supportive

Stable

MAIN AREAS OF RESPONSIBILITY:

Students within *Progress Schools* are usually divided into:

- Key Stage 3 - year 9 (age 13-14);
- Key Stage 4 - years 10 and 11 (ages 14-16).

Teachers/tutors within *Progress Schools* are usually divided into:-

- GCSE English and Maths;
- Vocational Subject such as (but not exhaustive) Health & Social Care, Caring for Children, Construction, Travel & Tourism, Sociology, Business & Administration and Sport & Leisure. Competence is expected in a minimum of 2 vocational areas

Tasks are broadly the same for all *Progress Schools* teachers/tutors and include:

Teach allocated students by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed;
- Setting tasks which challenge students and ensure high levels of interest;
- Setting appropriate and demanding expectations;
- Setting clear targets, building on prior attainment;
- Be aware of and make provision for students who are AEN/SEN, very able, LAC or who have other particular individual needs;
- Providing clear structures for lessons maintaining pace, motivation and challenge;
- Making effective use of assessment and ensure coverage of programmes of study;
- Ensuring effective teaching and best use of available time;
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;

- Using a variety of teaching methods to:
 - (i) match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - (ii) use effective questioning, listen carefully to students, give attention to errors and misconceptions
 - (iii) select appropriate learning resources and develop study skills through library, ICT and other sources;
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Evaluating own teaching critically to improve effectiveness;
- Ensuring the effective and efficient deployment of classroom support;
- Liaise with the Head Teacher to ensure the implementation of school policy and best practice.

Monitoring, Assessment, Recording, Reporting:-

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- Mark and monitor students' work and set targets for progress;
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- Undertake assessment of students as requested by examination bodies, departmental and school procedures;
- Prepare and present informative reports to parents;
- Undertake assessment of students and participate in the school's system reporting to parents.

Curriculum Development

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance.

Pastoral Duties

- Promote the general progress and well-being of individual students;
- Liaise with the Head Teacher to ensure the implementation of the school's pastoral system;
- Register students, encourage their full attendance at all lessons and their participation in other aspects of school life;
- Contribute to the preparation of education plans and progress files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to citizenship, SMSC and enterprise according to school policy.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Know subject(s) or specialism(s) to enable effective teaching;
- Take account of wider curriculum developments;
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- Endeavour to give every child the opportunity to reach their potential and meet high expectations;
- Contribute positively and effectively to the Every Child Matters agenda;
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- Take part in marketing and liaison activities such as open evenings, parent evenings, review days and events with partner schools;
- Take responsibility for own professional development and duties in relation to school policies and practices;
- Liaise effectively with parents and governors;
- To be aware of and follow the company safeguarding policies and procedures;
- Participate in the development of *Progress Schools* by:
 - (i) Attending and contributing to staff meetings;
 - (ii) Attending and contributing to project meetings;
 - (iii) Contributing to the development of curriculum plans;
 - (iv) Ensure the best practice in equal opportunities is applied to all work of *Progress Schools*;
 - (v) Support senior management to ensure effective educational practice;
 - (vi) To take part in appropriate training opportunities including standardisation meetings

Additional Information

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 a manager to undertake work of a similar level that is not specified in this job description.

The job holder is required to contribute to and support the overall aims and ethos of the company. All staff are required to participate in training and other learning activities and performance management and development as required by the Company's policies and practices.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept reasonable alterations that may from time to time be necessary and to undertake other duties appropriate to the post that may reasonably be required from time to time.

This post will bring the job holder into contact with company confidential information relating to students and staff. The job holder must therefore be aware of the confidential nature of the issues and maintain absolute confidence at all times.

SALARY AND CONDITIONS

- £20,000 to £25,000 pa. London salaries may be higher depending on location.
- 39 weeks of the year are allocated for teaching and term-time hours may be long.
- 35 days annual leave entitlement to be used during school holidays.
- School hours are from 9am to 2.30pm, but most teachers are in school before the school day starts and remain after school is finished (4:30pm).
- Parents' evenings, preparation for Office for Standards in Education, Children's Services and Skills (Ofsted) inspections, breakfast and after-school clubs, and sport, drama and field trips are expected and all will take up extra hours.
- 11 weeks holiday is to be taken during 13 weeks of the school holidays as per Progress Schools' terms of employment. It is expected that teachers use some of this time to work on marking, planning and preparation in addition to personal holiday time.
- Trips with students or staff development opportunities may occasionally involve staying away from home and/or overseas travel.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<p>Qualified Teacher Status (QTS or QTLS) or evidence of working towards.</p> <p>Or</p> <p>Minimum of a Level 5 or equivalent qualification in teaching (PGCE, Cert. Ed etc.).</p>	<p>Evidence of continuous professional development and commitment to further professional development;</p> <p>A degree or equivalent</p>
Experience	<p>Experience of:</p> <p>teaching at Key Stage 3 and 4;</p> <p>Teaching GCSE English and maths <u>or</u> a minimum of 2</p>	<p>Teaching across multiple vocational areas through demonstrable vocational competence;</p> <p>Working in partnership with</p>

	different vocational areas.	parents.
Knowledge and understanding	<p>Knowledge and understanding of:</p> <p>the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);</p> <p>curriculum and national strategies; the monitoring, assessment, recording and reporting of students' progress;</p> <p>the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection;</p> <p>the positive links necessary within school and with all its stakeholders;</p> <p>effective teaching and learning styles.</p>	<p>Knowledge and understanding of:</p> <p>the preparation and administration of statutory examinations;</p> <p>the links between schools, especially partner schools.</p>
Skills	<p>Promote the school's aims positively, and use effective strategies to monitor motivation and morale;</p> <p>develop good personal relationships within a team;</p> <p>establish and develop close relationships with parents, governors and the community;</p> <p>communicate effectively (both orally and in writing) to a variety of audiences;</p> <p>create a happy, challenging and effective learning environment.</p>	<p>Develop strategies for creating community links.</p>
Personal characteristics	<p>Approachable</p> <p>Committed</p>	

	<p>Empathetic</p> <p>Enthusiastic</p> <p>Organised</p> <p>Patient</p> <p>Resourceful</p>	
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