



WILLIAM FARR

C of E Comprehensive School



CLASSROOM TEACHER

JOB DESCRIPTION AND PERSON SPECIFICATION

SCHOOL VISION

Vision

William Farr (C of E) Comprehensive School's vision is to provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

Values

Our core values are:

Compassion Friendship Perseverance
Respect Responsibility Wisdom

Each value is associated with one of our Houses.

The students consistently attain high standards of grades, and their behaviour in lessons and around the school is exemplary - not only do they respect one another, but they have respectful and excellent relationships with all the staff.

CLASSROOM TEACHER JOB DESCRIPTION

This role is to deliver high quality teaching and learning so that all students achieve as an individual and make progress with appropriate support, monitoring, care and guidance.

The post holder is ultimately responsible to the Headteacher in all matters. They are responsible to the Head of Department in respect of Teaching and Learning and the Head of Year in respect of the form tutor role and the teaching of PSME.

The expectations of a teacher at William Farr School are included in the Teachers' Standards. They apply to all teachers regardless of career stage.

Teachers Standards:

- 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

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.

Personal and Professional Conduct

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.

“William Farr Church of England Comprehensive School is one of the best schools in the country at outperforming expectations for their pupils and improving their future prospects.

There is plenty that other schools could learn from William Farr Church of England Comprehensive School's success.”

Sue Williamson, Chief Executive of SSAT

CLASSROOM TEACHER PERSON SPECIFICATION (FOR ALL STAGES OF CAREER)

This will be used in selection criteria for the post.

		Essential	Desirable
Experience	Teaching high quality lessons which enable students from different 'groups' to make progress	<input checked="" type="radio"/>	<input type="radio"/>
	Teaching examination classes	<input type="radio"/>	<input checked="" type="radio"/>
	Knowledge and awareness of Care and Guidance/Pastoral Care	<input checked="" type="radio"/>	<input type="radio"/>
	Marking and assessing pupils' work and providing opportunities to act on feedback	<input checked="" type="radio"/>	<input type="radio"/>
	Using effective behaviour management to promote the right climate for learning	<input checked="" type="radio"/>	<input type="radio"/>
	Using data to improve pupil performance	<input checked="" type="radio"/>	<input type="radio"/>
	Leading learning beyond the classroom	<input type="radio"/>	<input checked="" type="radio"/>
	Attendance at appropriate Continued Professional Development	<input type="radio"/>	<input checked="" type="radio"/>
Values, Qualities and skills	A clear educational philosophy which supports high quality teaching and learning and pastoral care.	<input checked="" type="radio"/>	<input type="radio"/>
	A passion for education and a desire to make education exciting and fun	<input checked="" type="radio"/>	<input type="radio"/>
	Strong subject knowledge	<input checked="" type="radio"/>	<input type="radio"/>
	Knowledge of subject specifications and any curriculum changes	<input type="radio"/>	<input checked="" type="radio"/>
	Adaptable, resilient, creative and a sense of humour	<input checked="" type="radio"/>	<input type="radio"/>
	Good interpersonal skills and a team player	<input checked="" type="radio"/>	<input type="radio"/>
	Ability to communicate effectively with pupils, staff and parents	<input checked="" type="radio"/>	<input type="radio"/>
	IT literate	<input checked="" type="radio"/>	<input type="radio"/>
Qualifications/Checks	A degree in a relevant discipline and Qualified Teacher Status	<input checked="" type="radio"/>	<input type="radio"/>
	Enhanced DBS, Clearance for Prohibition Check and Right to Work in the UK	<input checked="" type="radio"/>	<input type="radio"/>