

## **JOB DESCRIPTION**

### **FULL-TIME TEACHER AT FELSTED SCHOOL**

#### **RESPONSIBLE TO:**

Head of Department or immediate Line Manager, and through them to the member of SLT appointed as Line Manager for that Department or area of the school; and ultimately to the Headmaster.

#### **CORE PURPOSE**

The postholder will be required to exercise his or her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below.

To be accountable for raising the standards of teaching, learning and attainment of students taught directly by them in their subject or curriculum area. To deliver the professional responsibilities common to all classroom teachers at the school as listed below to a good standard. To undertake regular Tutoring of a group of students to support and enhance their progress by establishing excellent relationships, offering good advice and assistance with the setting of 'learning targets', and support of a wider nature as required. To make an appropriate and significant contribution to the extra-curricular activities and life of the school.

#### **SPECIFIC RESPONSIBILITIES**

To acquire and develop the following:

##### **1. Professional Attributes**

Including high expectations of all students, establishing strong and positive relationships, acting as a role model, developing awareness of professional and legal responsibilities as a teacher, understanding the way the school works, and sharing in collective responsibility for implementing its policies and procedures.

##### **2. Teaching and Learning**

Maximising learning outcomes through high expectations, personalised learning; excellent subject knowledge; strong professional knowledge of the learning process; good classroom management and professional judgement; and a reflective and self-evaluative approach to personal professional development and the enhancement of teaching and learning.

##### **3. Tutoring**

To support and carry out Tutoring within the Boarding Houses as directed by the Head of Boarding

##### **4. Extra-Curricular Commitment**

To make an appropriate and significant contribution to the extra-curricular activities and life of the school.

##### **5. Working Collaboratively**

To work collaboratively within the Department or curriculum area team at all times

##### **6. To take Responsibility for Personal Professional Development**

To act upon advice and feedback, to identify training priorities and needs, and to undertake appropriate courses, development sessions, and qualifications as appropriate

Please see the attached detailed illustrative list of these responsibilities for further guidance.

## TERMS OF EMPLOYMENT

- Contracted to work term-time
- Probationary period of two full terms
- Location of work will be Felsted School, Felsted, Essex, CM6 3LL
- Expected availability on a working day between 8.30am and 6pm Monday to Friday and until 4pm (in Senior School) on Saturdays, although teachers may not be required for this whole period (and when not required do not need to be in school) .
- Teachers can submit a request for alternative hours or non-contact time to reduce the expectation of this availability (e.g. any member of staff could request that they be allowed to start late/finish early on a particular working day). This would be done through a Google Form, shared with all CR in January with a deadline for submission of February half term. All requests are collated and reviewed as a whole by SLT. This enables the cumulative impact of the requests and to ensure fairness and consistency in those are approved.
- These decisions will be confirmed with teaching staff by the end of the Spring Term so that sufficient notice is provided (e.g. for childcare to be arranged for the September).
- There will be occasions when teachers will need to make arrangements to be in school in order to attend school events, as required by the Head, such as meetings, INSET days, Open Days, Parents' meetings. Teachers are expected to be available for any event published in the calendar that is relevant to their role. For any additional one-off events that are not published in the calendar, it is reasonable to expect teachers to attend if they are given at least two weeks' notice.
- All required taught lessons, meetings and PPA/PFC time are included.
- Teachers are also expected to be available for cover during any 'free periods'.
- The post holder has a responsibility to safeguard and promote the wellbeing of children and young people.

**Felsted is committed to equal opportunities and maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'. Please note, it is an offence to apply for this position if barred from engaging in regulated activity relevant to children. All employees are subject to pre-employment checks including a Disclosure and Barring Service check.**

Name: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

# PROFESSIONAL RESPONSIBILITIES OF A TEACHER

## DETAILED ILLUSTRATIVE LIST

### 1. PROFESSIONAL ATTRIBUTES

- Have high expectations of students including a commitment to ensuring they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them
- Demonstrating the positive values, attitudes and behaviour which the teacher also expects from students.
- Awareness of and compliance with the professional and legal duties of teachers and the statutory framework within which they work, including Health and Safety and Child Protection issues.
- Awareness of the policies and practices of the workplace and sharing in collective responsibility for their implementation.
- Work co-operatively and collaboratively with colleagues in and out of the classroom.
- Understand the management and line management structures of the school and the roles of colleagues with specific responsibilities
- Be a First Aider

### 2. TEACHING AND LEARNING

- **Setting High Expectations**
  - a. Setting high and appropriate expectations for all students
  - b. Demonstrating that the teacher is a positive role model at all times
  - c. To be able to maximise the learning outcomes of a class over a period of time
  - d. To support and implement the concept of 'personalised learning', and to be able to maximise the learning outcomes of each individual for whom they have responsibility
  - e. To make appropriate provision for individuals with particular needs such as Learning Support or Gifted and Talented provision
- **Subject Knowledge**
  - a. To have a secure knowledge of their subject / curriculum area and the ability to communicate this to students
  - b. To be responsible for keeping subject knowledge up to date and in depth, to understand the layers of complexity of subject knowledge, and be able to make complex topics accessible through simplified visual imagery, analogy, stepped sequences, etc..
  - c. To have a good knowledge of the requirements of any syllabus taught and the application of knowledge and understanding required in public examinations
- **Professional Knowledge**
  - a. To establish a safe and purposeful, supportive environment in which students can learn effectively, including classroom and out of school contexts
  - b. To develop a good understanding of the learning process and how students learn, to underpin the planning and sequencing of learning tasks and develop the process of 'learning how to learn' in their subject area.
  - c. To create effective lesson plans, and to plan effective sequences of lessons which comply with Schemes of Work and allow for individual differences in the classroom
  - d. To have developed a range of teaching, learning and behaviour management strategies to deliver the aims and objectives of the Department as expressed in Schemes of Work; to promote teaching and learning activities which stimulate student interest and involvement



- e. To have knowledge of a range of assessment techniques including formative assessment, teacher summative assessment, peer and self-assessment and the ability to apply these; to implement the Department policy on assessment, and the Department policy on record-keeping to ensure close tracking of student progression.
  - f. To implement Department policy with regard to levels of expectation of classwork and homework / Prep, and to ensure that Prep tasks are understood and followed by all students
  - g. To provide information on student progress and achievement as required for reports, grades, referrals and references
  - h. Have a good working knowledge of ICT skills and applications
  - i. To make students aware of opportunities for extending their educational experience outside those timetabled, both in and out of school, and to foster and support participation in such activities as appropriate
- **Professional Judgement**
    - a. To establish and sustain a clear framework of classroom expectations and discipline, compliant with school policy, which promotes learning, self-control and independence in students
  - **Capacity to Reflect and Evaluate**
    - a. To engage in regular reflection and self-evaluation regarding professional practice, and to be able to evaluate the impact of their teaching on the progress of all their students and modify it appropriately.

### **3. TUTORING**

- Support and carry out Tutoring regularly within Boarding Houses as directed by the Head of Boarding
- To enhance Tutees' progress by establishing excellent relationships, offering good advice and assistance with the setting of 'learning targets', and support of a wider nature as required.

### **4. EXTRA-CURRICULAR COMMITMENT**

- To make an appropriate and significant contribution to the extra-curricular activities and life of the school.
- To be responsible for personal development of skills and expertise in extra-curricular activities as appropriate.
- To work as part of a team where appropriate in chosen extra-curricular activities.

### **5. WORKING COLLABORATIVELY**

- Communicate effectively as required with pupils, colleagues, Governors and parents
- Liaise with HMs, pastoral staff, and parents / guardians as required to promote the well-being of students and with HOD and pastoral staff in the case of student learning or behavioural difficulties
- To advise the Head of Department of resource or curriculum needs of which he /she may not be aware
- To undertake an equitable share of the setting and marking of internal examinations or public examination coursework assessment as directed by the Head of Department
- To contribute to Schemes of Work and learning resources as agreed
- To provide all relevant information to the Head of Department as required – predicted grades, pupil entries, attendance, and any other information requested, and to make sure that students are well informed about all relevant subject information and deadlines



- To report back to the Department from INSET or working groups
- To support the Head of Department in providing professional support and guidance for student teachers or NQTs within the Department
- To be familiar with procedures within the Staff Handbook to help the smooth running of the school
- Contributing to school self-review and to the relevant sections of the school Self Evaluation process concerning Department effectiveness
- Any other duties that might reasonably be expected of a Subject Teacher, as befits this standard position within the school staffing structure

#### **6. TO TAKE RESPONSIBILITY FOR PERSONAL PROFESSIONAL DEVELOPMENT**

- To undertake appropriate in school or externally provided professional development as agreed with the Head of Department and Staff Development Manager to enhance teaching skills and subject knowledge
- Act upon advice and feedback, and be open to coaching and mentoring
- To play a role as appropriate in the development of Department self-review and approaches to teaching and learning; to undertake responsibilities within the Department which might be reasonably delegated or shared
- To participate in Departmental consultation concerning the subject or curriculum area and the cross-curricular work of the Department as appropriate
- To identify other key areas for personal development in knowledge and skills which will enhance the development of the school's provision, in line with the School Development Plan