



AUDENSHAW SCHOOL JOB DESCRIPTION

1. INTRODUCTION:

- 1.1 NAME OF POST HOLDER:**
- 1.2 Post Title:** Teacher
- 1.3 Post Purpose:** The provision of a full learning experience and support for students as prescribed by The Department of Education 2013 Teaching Standards.
- 1.4 Accountable to:** The Principal
- 1.5 Reporting to:** Curriculum Leader
- 1.6 Responsible for:** Students
- 1.7 Liaising with:** Principal, Leadership Team, teachers and support staff, Local Authority representatives, external agencies and parents.

2. TEACHING:

2.1 Teachers at Audenshaw make the education of their students 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 students.

2.2 Teachers at Audenshaw are expected to adhere to the 2013 Teacher Standards. The Standards set a clear baseline of expectations for the professional practice and teachers, from the point of qualification. (Audenshaw School Code of Conduct 3.8)

3. TEACHER STANDARDS:

A teacher must:

1. Set high expectations which inspire, motivate and challenge students.

- (1a) establish a safe and stimulating environment for students, rooted in mutual respect
- (1b) set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- (1c) demonstrate consistently the positive attitudes, values and behaviour which are expected of students

2. Promote good progress and outcomes by students

- (2a) be accountable for students' attainment, progress and outcomes
- (2b) be aware of students' capabilities and their prior knowledge and plan teaching to build on these
- (2c) guide students opportunities to reflect on the progress they have made and their emerging needs
- (2d) demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- (2e) encourage students to take a responsible and conscientious attitude to their own work and study



3. Demonstrate good subject and curriculum knowledge

(3a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings

(3b) demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

(3c) 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

(4a) impart knowledge and develop understanding through effective use of lesson time

(4b) promote a love of learning and children's intellectual curiosity

(4c) set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired

(4d) reflect systematically on the effectiveness of lessons and approaches to teaching

(4e) 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 students

(5a) know when and how to differentiate appropriately, using approaches which enable students to be taught effectively

(5b) have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these

(5c) demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support students' education at different stages of development

(5d) have a clear understanding of the needs of all students, including those with special education 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

(6a) know, and understand, how to assess the relevant subject and curriculum areas, including statutory assessment requirements

(6b) make use of formative and summative assessment to secure students' progress

(6c) use relevant data to monitor progress, set targets, and plan subsequent lessons

(6d) give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback as detailed in the School's/ individual Department's Marking Policy

7. Manage behaviour effectively to ensure a good and safe learning environment

(7a) have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the schools, in accordance with the School's Behaviour Policy



(7b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly

(7d) manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them

(7e) maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

8. Fulfil wider professional responsibilities

(8a) make a positive contribution to the wider life and ethos of the school

(8b) develop effective professional relationships with colleagues, knowing how, and when, to draw on advice and specialist support

(8c) deploy support staff effectively

(8d) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. Staff should be willing to improve their teaching through observing the teaching of other colleagues and having a professional dialogue about strategies to improve their pedagogy. Staff should embrace Iris as a way to develop various teaching strategies in the classroom.

(8e) communicate effectively with parents with regard to students' achievements and well-being

(8f) ensure that all CPD opportunities are embraced including: feedback and development of pedagogy, external courses or webinars or external qualifications.

9. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

(9a) treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

(9b) having regard for the need to safeguard students' well-being, in accordance with statutory provisions

(9c) showing tolerance of and respect for the rights of others

(9d) 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

(9e) ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law

10. 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

11. Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

4. SCHOOL VISION AND VALUES:

4.1 To work with the Principal in achieving the School's vision and modelling and supporting the School's values.

4.2 Comply with all of the School's policies and procedures, including but not limited to, staff handbook, and staff code of conduct.

Our Mission – Our school aims to provide a quality education in a caring community based on values of **respect, responsibility** and **resilience** and a relentless pursuit of excellence in all that we do.



4.3 Establish and maintain effective working relationships with professional colleagues and parents.

4.4 Participate as required in meeting with professional colleagues and parents in respect of the duties and responsibilities of the post.

4.4 Take active responsibility for own professional development, including seeking out and participating in appropriate CPD activities.

5. SIGNATURES:

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for job applicants, or continued employment for any employees, in accordance with our responsibilities under the Equality Act 2010.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed
(Teacher)

Signed
(Principal)

Dated

Dated



AUDENSHAW SCHOOL JOB DESCRIPTION

1. INTRODUCTION:

1.3 NAME OF POST HOLDER:

1.2 **Post Title:** PGCE Professional Mentor / Early Careers Induction Tutor

1.3 **Post Purpose:** Quality of provisions, teaching, learning and progress to Audenshaw School standard across the whole School where relevant.

1.4 **Accountable to:** Principal

1.5 **Reporting to:** Assistant Principal (Teaching and Learning)

1.6 **Liaising with:** Principal, Leadership Team, Curriculum Leaders, Learning Support Department and relevant staff with Cross-school responsibilities, relevant support staff, Local Authority representatives, external agencies and parent/carers.

3. SPECIFIC ROLE RESPONSIBILITIES:

Early Careers Teacher Induction Tutor

3.1 Register ECTs with the appropriate body and upload evidence (planning / marking observations / assessments) throughout the ECT year;

3.2 To provide, or coordinate, a highly effective programme of guidance and support including coaching and mentoring for the ECT's professional development (with the appropriate body where necessary) and monitor attendance;

3.3 To make effective use of the Early Career Framework programme and resources to underpin and support the School's Induction process.

3.4 To carry out regular progress reviews throughout the induction period and complete termly written assessment records summarising the ECT's performance against the Teachers' Standards;

3.5 To undertake three formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one per term, or pro rata for part-time staff);

3.6 To inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;

3.7 To ensure that the ECT's teaching is observed and feedback provided;

3.8 To ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; and take prompt, appropriate action if an ECT appears to be having difficulties;



3.9 To take swift action to identify and support ECTs with areas for development and share information with the appropriate body as required.

PGCE Professional Mentor

3.10 To act as the School's PGCE Professional Mentor for Initial Teacher Training students:

3.11 To establish trusting relationships, modelling high standards of practice, and empathising with the challenges that trainees face.

3.12 To support trainees to develop their teaching practice in order to set high expectations and to meet the needs of all students.

3.13 To induct the trainee into professional norms and values, helping them to understand the importance of the role and responsibilities of teachers in society.

3.14 Continue to develop your own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

3.15 To co-ordinate the Teach First: School Centred Learning Summer institute, liaising with the relevant departments, mentors and trainees.

3.16 To use a range of providers from MMU, The University of Manchester and Teach First and to make links with a range of external agencies and providers.

4. SCHOOL VISION AND VALUES:

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4.2 Comply with all of the School's policies and procedures, including but not limited to, staff handbook, and staff code of conduct.

4.3 Establish and maintain effective working relationships with professional colleagues and parents, including former Students through the School's Alumni network.

4.4 Participate as required in meeting with professional colleagues and parents in respect of the duties and responsibilities of the post.

4.5 Take active responsibility for own professional development, including seeking out and participating in appropriate CPD activities.

5. SIGNATURES:

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for job applicants, or continued employment for any employees, in accordance with our responsibilities under the Equality Act 2010.

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Signed
(Post holder)

Signed
(Principal)

Dated

Dated