



HEALTH & SOCIAL CARE and FOOD PREPARATION & NUTRITION JOB DESCRIPTION

Responsible to the Curriculum Leader

Purpose

- a. Contribute to “achievement for all” by being a champion for the 5 school aims
- b. To raise standards of student attainment and achievement within your teaching groups and to monitor and support student progress
- c. To plan and deliver high quality lessons
- d. To assess and report on the achievement of students
- e. To act as a form tutor as required

Key Knowledge & Understanding:

- all teaching staff must understand and uphold the professional code of the General Teaching Council for England by demonstration of all the professional standards for QTS;
- a detailed knowledge of the relevant aspects of the National Curriculum and other statutory requirements and the demands expected of students in relation to KS3 & KS4.
- where appropriate, a knowledge of relevant post-16 courses;
- an understanding of subject progression from KS2 to KS5.

Key functions

1 Planning

- identify clear learning outcomes, content, lesson structures and sequences appropriate to the subject matter and the students being taught;
- select and make good use of textbooks, ICT and other learning resources to enable learning outcomes to be met;
- set appropriate and demanding expectations for students’ learning and motivation. Set clear targets for students’ learning, building on prior attainment;
- familiarise yourself with students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement strategies from pupil passports and keep records on Support Plans;
- take account of the needs of all students in each class, including the most and least able;
- provide opportunities to develop students’ understanding by relating their learning to real and work-related examples;
- maintain records of the delivery of the curriculum and on student progress in line with school and Faculty policy.

2 Teaching & Managing Student Learning

- use teaching methods with whole classes, groups and individuals, adapting these where appropriate to ensure that students are engaged and stimulated, teaching outcomes are met, that momentum and challenge are maintained and best use is made of teaching time;

- set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.

3 Assessment & Reporting

- assess how well learning outcomes have been achieved and use this assessment to inform future teaching;
- mark and monitor students' classwork and homework, providing constructive feedback and setting targets for students' progress.
- Work to secure progress towards targets;
- prepare and present informative reports to parents;
- provide accurate data for the school's monitoring / ARR system as required.

4 Guidance & Welfare

Where appropriate, act as a form tutor, fulfilling the following functions:

- take overall responsibility for monitoring students' academic and wider progress and development, acting in line with school policies in this area;
- carry out the tutor group registration, following up any absences as directed by school policy;
- implement whole school form time strategies as appropriate;
- review progress and support students in target setting and action planning;
- ensure that all students are valued and treated according to the aims of the school.

5 Wider Professional Effectiveness

- take responsibility for own professional development, keeping up to date with research and developments in pedagogy and in subject areas;
- understand professional responsibilities in relation to school policies and practices;
- set a good example to students in personal presentation and conduct;
- evaluate own teaching critically, using this to improve effectiveness;
- work effectively with other school colleagues, attending meetings and liaising with representatives of other agencies as necessary;
- contribute to, and through Faculty Assistants organise, displays of work in classroom and Faculty areas;
- contribute positively to the ethos of the school.

For the full Conditions of Employment please refer to the relevant pages of the School Teachers' Pay and Conditions Document.