



Holywell School

Job Description

Teacher - English



LIVE LIFE IN ALL ITS FULLNESS (John 10:10)

At Holywell, our vision is:
to be an outstanding Christian learning community
where everyone is valued as a unique individual
and where everyone feels safe.

We will aim to be the best we can possibly be,
to treat others as we wish to be treated
and to make a positive difference to our community and beyond.
We strive to be peaceful problem-solvers with open minds and hearts,
living God's love
and being kind.

JOB TITLE: Teacher – English

REPORTS TO: Subject Leader of English / Deputy Head / Headteacher

SALARY SCALE: MPS

PURPOSE

You are required to carry out the functions of a teacher in accordance with the Teacher Standards and the stated aims and objectives of Holywell School. You are also required to carry out the duties of a school teacher as set out in the relevant paragraphs of the School Teachers' Pay and Conditions Document and as the Headteacher may reasonably direct from time to time. You must, at all times, carry out duties with due regard to the School Code of Conduct, Safeguarding guidelines and Equal Opportunities requirements.

SPECIFIC RESPONSIBILITIES (based on DfE Teacher Standards)

1. Set high expectations which inspire, motivate and challenge students
 - support and uphold the Christian ethos of the School
 - commit to and actively implement Christian Values Education in lesson times, with tutor group and in the broader life of the school
 - demonstrate the school values* in action
 - establish a happy, safe and stimulating learning environment for students, rooted in mutual respect
 - set goals that stretch and challenge students of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

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

3. Demonstrate good subject and curriculum knowledge

- have a secure understanding of the knowledge, skills, processes in English and in the English curriculum
- foster and maintain students' interest in English, and address misunderstandings
- demonstrate a critical understanding of developments in English and English teaching 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
- plan, design and produce teaching materials and resources which are appropriate to age and ability
- plan, design and produce teaching materials and resources which support the school vision and priorities in the School Improvement Plan
- plan, design and produce teaching materials in accordance with the department scheme of work
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within English (inc. reviewing subject improvement plans, audits, curriculum overviews, policies and handbook).

5. Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development
- have a clear understanding of the needs of all students, 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 English, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- have clear aims, objectives and success criteria for every lesson and communicate them to the students
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback in line with the school's Assessment for Learning Policy.

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

- have a sympathetic understanding of every child's needs
- 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 for Learning 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 students' needs in order to involve and motivate them
- maintain good relationships with students, uphold their dignity and be respectful whilst exercising appropriate authority, and acting decisively when necessary
- promote solution-focussed, peaceful problem-solving using restorative practices to resolve differences and deal with difficult situations in a calm, measured manner
- provide and facilitate the general progress and well-being of any individual student within any group of students assigned to him or her, providing guidance and advice to students on educational and social matters.

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
- maintain good relationships with colleagues, uphold their dignity and be respectful, acting decisively and assertively when necessary using school policies and practices
- promote solution-focussed, peaceful problem-solving using restorative practices to resolve differences and deal with difficult situations in a calm, measured manner
- 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 students' achievements and well-being
- attend meetings, carry out administrative tasks and duties as specified in the Staff Handbook
- be a Tutor to an assigned Tutor Group if required, and to carry out related duties in accordance with the general job description of Tutor.

GENERAL EXPECTATIONS

- ensure that the regulations and procedures relating to Health & Safety, are followed, taking responsibility for the safety, welfare and discipline of students within the learning environment.
- carry out a share of supervisory duties in accordance with published rotas
- participate in appropriate meetings with colleagues and parents relative to the above duties
- use relevant equipment/ICT packages (e.g. MS Office, SIMS, E-mail)
- keep up-to-date knowledge of the range of external agencies and opportunities that can be used to provide extra support for students
- support Learning Support Assistants with day to day issues
- ensure effective communication with all colleagues (teaching and support staff)
- share talents, skills, ideas and enthusiasms for the benefit of the whole school and be ready to accept responsibilities that extend beyond the classroom.

* **The Holywell Values** (The important things which drive our vision and which underpin our ethos)

Appreciation, Compassion, Courage, Creation, Empathy, Endurance, Equality, Fellowship, Freedom, Friendship, Forgiveness, Happiness, Honesty, Hope, Humility, Joy, Justice, Kindness, Love, Patience, Peace, Respect, Responsibility, Reverence, Self-Esteem, Sense of Community, Service, Simplicity, Thankfulness, Thoughtfulness, Tolerance, Trust, Wisdom.