



HEANOR GATE SCIENCE COLLEGE

“Develop all learners to achieve their full potential”

“Create a culture of aspiration”



Job Description

The School's expectations of a High Achieving Classroom Teacher is that he/she will:

PROFESSIONAL EXPECTATIONS

- Be part of a learning environment and a love of learning for its own sake
- Be aware that learning is an interaction of numerous variables, most of which are personal
- Be aware that learning is an individual and subject process
- Know that learning is not linear
- Develop a vocabulary and agreed principles for constructive feedback for students and parents
- Make explicit their expectations of students
- At all times recognise and implement all school policies consistently and fairly, e.g. marking, spelling, report writing, homework
- Arrive on time, welcome students and start with encouraging and achievable activities
- Protect the learning of students by challenging all disruptive behavior in the agreed manner and dealing with situations where the learning of students is being adversely affected
- Regularly review own performance and lesson content
- Have high academic and behavioural expectations for all students
- Know the learning needs of students and keep up to date with current knowledge and models of how we learn
- Produce lessons which encompass a wide variety of learning strategies
- Re-evaluate their work as a teacher in the light of student outcomes
- Provide opportunities for spiritual, moral and cultural development
- Promote an understanding of the use of ICT
- Advise, take advice from and liaise with support staff

TEACHING AND LEARNING

- Provide regular opportunities during lesson for students to review their progress
- Be aware that there are numerous outcomes to any learning activity
- Start each lesson by communicating to the students a clear review of what's gone before, a preview of what is to come, specify the outcomes for the lesson in a motivational way
- Provide opportunities and activities which encourage independent learning skills
- Encourage students to challenge themselves and then learn from their mistakes
- Create a visually stimulating and helpful learning environment
- From subject specific schemes of work produce lessons which are appropriate to the learning needs of individual classes
- Encourage peer coaching
- Be aware of the basic difference of how boys and girls learn, different intelligences and learning strategies
- Make effective use of comprehensive and differentiated schemes of work
- Engage emotions of students in the knowledge that learning has to engage the heart as well as the mind and that students have to want to learn
- Teach the student thinking skills
- Use appropriate strategies for delivering content
- Use examples which learners can readily recognise

MENTORING AND STUDENT PROGRESSION

- Encourage students to keep a portfolio of success stories
- Carry out careful monitoring/assessment of students through accepted procedures, including attendance
- Through the careful marking of work, 1:1 sessions with students, written reports and parent consultations, offer regular and appropriate feedback which is authentic, specific and thorough and will help students meet their learning goals
- Ensure that students review their learning experiences in order to inform their future learning goals through the setting of personal performance targets
- Hold 1:1 mentoring interviews with students to reflect on successful outcomes and to set appropriate learning targets for improvement in line with school policy
- Provide opportunities for spiritual, moral and cultural development
- Promote an understanding of the use of ICT



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ALL EMPLOYEES

Our expectations of all High Achieving employees are that they will:

CORE VALUES

- Be committed to being part of and actively promoting a high consensus school with shared beliefs, values and goals
- Be aware that children’s learning is at the centre of what we are about and that learning is a partnership
- Have an awareness of human relationships and emotional intelligence and the need for respect, recognition, reinforcement and communication
- Have a knowledge of the current health and safety policy which must inform all practices
- Have a vision of how things should be and a moral sense of how to get there
- Be aware of and care for the physical and emotional state of resources and environment/community
- Provide a challenging learning environment for the student

POSITIVE REINFORCEMENT

- Be aware that leadership is part of everyone’s job description and that leadership has to be pervasive
- Act as a positive role model and exemplify the culture of learning
- Enthuse members of the community to model the sorts of positive attitudes and behavior we seek to support
- Contribute to the creation of a positive and supportive learning environment by giving specific feedback about what an individual has achieved, using praise at every opportunity and freely communicating and sharing information where appropriate
- Provide opportunities for the celebration of success and help to build and maintain positive self-esteem for themselves and others
- Realise the need to separate the personal from the professional and the person from the behavior

PERSONAL AND PROFESSIONAL RESPONSIBILITY AND DEVELOPMENT

- Be consistent in living to and applying a set of personal beliefs and values consistent with relevant school policies and procedures
- Operate in a culture of continual development and growth having high expectations of themselves and what is expected of them
- Be aware that a learning employee who is able and willing to learn from experiences is the most effective employee
- Be clear about and work within the roles and responsibilities of themselves and others
- Value personal growth and development, be self-motivated and have the skills and knowledge to fulfil their role
- Keep records appropriate to and commensurate with their roles and responsibilities and school policy
- Manage resources effectively and fairly
- Be involved in the planning of work at a team level within the context of the school development plan
- Give respect and consideration to those students with special needs
- Carry out any other reasonable duties as directed by the Principal

WORKING WITH YOUNG PEOPLE

- Support the school’s agenda for safeguarding and promoting the welfare of students
- Provide positive and appropriate role model in day to day dealing with individual students and groups of students at all times
- Form and monitor appropriate relationships and personal boundaries with students
- Ensure that concerns regarding inappropriate practice/behavior by colleagues are reported directly to the appropriate line manager



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PERSON SPECIFICATION

	Essential	Desirable
Qualifications and training	Qualified Teacher Status Degree in relevant subject	Good honours degree Evidence of recent relevant professional development
Experience	Evidence of excellent classroom practice Teaching at KS3 and KS4 in relevant subject	Ability to teach GCSE and / or A level in relevant subject
Knowledge and understanding	Awareness of child protection agenda Knowledge of National Curriculum at Key Stage 3, 4 and 5 Committed to continued professional development Knowledge of how children learn	Child protection training Understanding of cross-curricular activities
Skills	Good communication skills Ability to work on own initiative or as part of a team Ability to enthuse and work with children of all ages, abilities and aptitudes Ability to work effectively as a tutor and involvement in the delivery of PSHE	Able to offer contributions to whole school/extra-curricular activities
Teaching and learning	Excellent classroom teacher Knowledge and experience of using wide variety of teaching and learning strategies across the Key Stages Able to assess pupil performance and set targets for future attainment	Keen to develop and employ more effective teaching and learning strategies to maximise pupil performance
Personal attributes	Likes working with children Demonstrates enthusiasm and sensitivity whilst working with others Excellent attendance and punctuality record Always meets deadlines Able to work on own initiative as well as part of a team “Professional” role model High personal standards Innovative and able to stimulate initiative in others Provide positive and appropriate role model for students Forms and maintains appropriate relationships and personal boundaries with students Commitment to the highest standards of child protection and safeguarding Recognition of the importance of personal responsibility for health and safety Commitment to the Trust’s ethos, aims and whole community.	Ambitious Willing to go that ‘extra mile’