

# Whickham School and Sports College



## **JOB DESCRIPTION**

### **SUBJECT TEACHER**

To ensure all students reach their potential through delivery of high quality teaching and learning, alongside effective monitoring, assessment and target setting

**Responsible to:** Faculty Leader (Course or Programme Leader)

### **KNOWLEDGE & UNDERSTANDING**

---

- Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements at a standard to enable you to teach confidently and accurately at KS3, KS4 and Post-16 if required
- Have a secure knowledge and understanding of your specialist subject, including level descriptors [ including APP ] at KS3 & KS4 examination specifications and courses (and Post 16 as required)
- Understand progression across Key Stages in your specialist subject. Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject.

### **PLANNING & SETTING EXPECTATIONS**

---

- Plan effectively to ensure that students have the opportunity to meet their potential, notwithstanding differences of race and gender, and taking account of the needs of students who are underachieving, very able, or not yet fluent in English, making use of relevant information and specialist help where available
- Plan effectively, where applicable, to meet the needs of students with Special Educational Needs and, in collaboration with the Learning Support Manager, make an appropriate contribution to the preparation, implementation, monitoring and review of Individual Education Plans
- Identify clear teaching objectives, success criteria, content, lesson structures and sequences appropriate to the subject matter and the students being taught
- Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment

## **TEACHING & MANAGING STUDENT LEARNING**

---

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time
- Use teaching methods including a variety of differentiation strategies which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships
- Set appropriate and challenging targets using prior attainment and assessment information
- Secure a good standard of student behaviour in the classroom by establishing appropriate and high expectations of discipline which students respect; act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school
- Record and liaise with any colleague as and where appropriate to support students' and their learning

## **ASSESSMENT & EVALUATION**

---

- Assess how well learning objectives and success criteria have been achieved and use this assessment for future teaching and student learning
- Assess and record students progress systematically, including data tracking, focused observation, questioning, testing and marking
- Mark and monitor students' class and homework in line with Department policy and provide constructive oral and written feedback, setting targets for students' progress
- When applicable, understand the demands expected of students in relation to the National Curriculum, KS4 (and post-16 courses)
- Recognise the level that a student is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or qualifications relevant to the subject taught

## **STUDENT ACHIEVEMENT**

---

- Set clear targets for improvement of students' achievement, monitor students' progress towards those targets and use appropriate teaching strategies and interventions in the light of this
- Be committed to ensuring that every student is given the opportunity to reach their potential

## **RELATIONSHIP WITH PARENTS & WIDER COMMUNITY**

---

- Complete reports and monitoring for parents and tutors
- Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples
- Understand the need to liaise with agencies responsible for students' welfare
- Liaise effectively with students' parents/carers through informative oral and written reports on students' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.

## **MANAGING OWN PERFORMANCE & DEVELOPMENT**

---

- Understand the need to take responsibility for your own professional development and to keep up to date with research and developments in pedagogy and in the subjects you teach
- Understand your professional responsibilities in relation to school policies and practices
- Set a good example to the students you teach in your presentation and your personal conduct
- Evaluate your own teaching critically and use this to improve your effectiveness
- Take responsibility for implementing school policies and practices, including those dealing with bullying and racial harassment
- Take responsibility for your own professional development, setting objectives for improvements, and taking action to keep up-to-date with research and developments in pedagogy and in the subject you teach
- Share your good practice within your team and across other teams in the school

## **MANAGING & DEVELOPING STAFF AND OTHER ADULTS**

---

- Establish effective working relationships with professional colleagues including, where applicable, associate staff
- Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of students' learning

## **MANAGING RESOURCES**

---

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives and outcomes to be met

## **OTHER PROFESSIONAL REQUIREMENTS**

---

- Have a working knowledge and understanding of the teachers professional duties
- Attend and participate in school meetings
- Be a form tutor / mentor and to carry out the related duties
- Take an active part in the school enrichment programme
- To undertake any other duty as specified by School Teachers Pay & Conditions Document not mentioned above.
- You will be expected to meet the professional standards of a teacher, as defined in the STPCD. (as a teacher within the first three years of your career, an experienced teacher or a post threshold teacher)

To carry out any reasonable request made by the Headteacher or line manager.

No Job Description can be fully comprehensive and this is, therefore, subject to review and modification, as necessary.

- **Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Teacher)
  
- **Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Headteacher)