



Job Description

General Information

Job Title:	Key Stage 4 Leader & 2i/c	JD Code: JDT04
Reports to:	Subject Leader	

Line Management:

The post holder will be accountable to the Subject Leader for all initiatives related to this post.

Job Purpose:

As Key Stage 4 Leader and 2i/c, to be responsible and accountable for all aspects of the progress, attainment, behaviour, care, guidance and support of pupils in the subject department/faculty at KS4 and the quality of learning and teaching in the classroom. To be responsible for ensuring that the KS4 curriculum suits the needs of the pupils and that they can follow appropriate pathways to reach their potential and succeed. To assist, and deputise for, the Subject Leader in leading and managing the faculty.

As a class teacher, to be responsible and accountable for all aspects of the progress, attainment, care, guidance and support of your groups of students in subject department/faculty across all year groups, and the quality of learning and teaching in your classroom.

Job Accountabilities:

To fulfil the duties of a **class teacher**, the post holder is responsible for:

- the learning and teaching of every individual student in his/her care across all year groups.
- working collaboratively with subject colleagues to improve the quality of lesson planning and resources and making direct contributions to the Departmental Self-Evaluation Form (DSEF) as part of his/her professional development and the Professional Standards for Teachers.
- the thorough preparation and planning of all lessons in line with a whole school framework designed to promote student learning.
- making effective use of ICT to provide interactive learning opportunities for students
- using the whole school Assessment for Learning framework to monitor the progress of individual students and personalise the learning; this includes planning and delivering objective led lessons with clear, differentiated outcomes; the use of mini-plenaries and using the whole school marking policy
- using student progress and attainment data available to monitor and evaluate the

- progress and attainment of all student groups; e.g. students in receipt of disadvantaged funds; ethnic minorities; SEN; girls; boys; high attainers
- monitoring and evaluating the progress of all students through data against their agreed Minimum Expected Grades (MEGs) and targets and using faculty agreed intervention strategies to help those students in need of additional support.
 - ensuring that all Classroom/Teaching Assistants receive clear direction re: classroom intervention and that all planning and preparation is shared in advance of the lesson
 - adopting the whole school behaviour for learning policy to enable all students and staff to work productively
 - providing opportunities for students to work in a variety of learning styles
 - following all agreed recording and reporting arrangements to parents according to school policies, calendar dates and deadlines
 - maintaining an orderly, graffiti and litter free classroom and providing a safe, secure learning environment which inspires students to want to learn
 - taking an active and positive role in all pastoral, PSHE, Citizenship & Enterprise and extra-curricular activities, including the leadership of and accountability for the personal and economic well-being, care, guidance and support of a specific group of students
 - participating in arrangements for the appraisal of his/her performance and that of other teachers, where appropriate.
 - participating in arrangements for further training and professional development as a teacher, including undertaking training and professional development that aims to meet needs identified in appraisal objectives or in appraisal statements;
 - maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
 - participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
 - participating in arrangements for preparing students for external examinations, assessing students for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for students' presentation for, and conducting, such examinations.
 - any other duty deemed by the Principal to be appropriate to this post.

In addition to their normal classroom duties the specific expectations of the Key Stage 4 Leader and 2i/c will be:

- to support the Subject Leader in his/her key role and undertake reasonable tasks requested.
- to deputise for the Subject leader as required.
- to ensure high standards of learning and teaching, academic attainment, and progress for all students within the curriculum area.



- to take a significant role in the development, delivery and the promotion of the curriculum.
- working with the Subject Leader and Lead Practitioners to induct NQTs in the faculty and support RQTs;
- professional mentoring of other teachers at all stages and phases;
- sharing good practice through demonstration of outstanding lessons;
- helping teachers of all phases to develop their expertise in planning, preparation and assessment;
- helping other teachers of all phases to evaluate the impact of their teaching on pupils;
- helping teachers of all phases to improve their teaching practice including those on capability procedures
- to motivate and support his/her colleagues to improve their effectiveness, address their developmental needs and other issues arising out of the performance management process
- undertaking classroom observations to assist and support the performance management process;
- to be an excellent classroom practitioner with an established track record of sustained high quality teaching, whose pupils show consistent improvement in relation to prior and expected attainment.
- to undertake and support staff training and professional development.
- any other duty deemed by the Principal to be appropriate to this post.

This job description may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL
A. Education and training	<ul style="list-style-type: none"> To hold a degree or equivalent qualification. To be a qualified teacher.
B. Skills and abilities	<p>Shown the ability to (in consultation with others):</p> <ul style="list-style-type: none"> establish and review targets and make decisions; relate to and work with others as a member of a team.
C. Special knowledge	<ul style="list-style-type: none"> To have knowledge of developments with regard to the National Curriculum and other Government initiatives. To understand the process of learning. To understand curriculum continuity and progression. To have knowledge of issues in the area of special needs.
D. Personal qualities	<p>Evidence of:</p> <ul style="list-style-type: none"> the ability to relate to and motivate staff, parents and students; the ability to listen to and understand others; constant and consistent expectations of high standards.
E. Approach to work	<p>Evidence of:</p> <ul style="list-style-type: none"> high motivation and professional commitment; a commitment to student-centred education; a commitment to involving parents as partners in the education process; a commitment to and understanding of equality of opportunity

Once in post, the post holder will:

- continue to maintain and demonstrate high standards;
- demonstrate a commitment to develop themselves professionally;

In addition, the post holder should have the ability to:

- vocalise the school's vision and aspiration to be a World class school
- be flexible to adapt to change
- be a role model and act as an ambassador for the school and Trust in and outside of the school by speaking positively about the school in the community; upholding a 'Commitment to Excellence' at all times; by dressing appropriately and smartly in a suit or smart skirt / dress / trousers and jacket.