



Job Description: Mainscale Teacher (MPS/UPS)

All Staff are committed to ensuring excellent teaching and learning at every opportunity in line with our school beliefs

Intent

To support the planning of the curriculum by :

- having a clear understanding of the rationale for the sequencing of the curriculum
- giving feedback on the curriculum to the HoF/HoD or KS Coordinator through curriculum team meetings or line management
- understanding that a high level of stretch and challenge for all learners is at the heart of the curriculum
- having effective strategies for scaffolding the work to ensure all learners are supported to meet this challenge and can achieve
- understanding that the development of specific knowledge, the use of knowledge organisers and accompanying review activities
- ensuring it is inclusive and representative of our school community
- supporting learners to be fully equipped to continue their studies at the next key stage/university

Implementation

To be committed to:

- securing excellent teaching and learning for all learners in lessons
- developing pedagogy in line with Rosenshines's principles and to ensure this is reflected in classroom practice
- developing subject specific teaching strategies through excellent curriculum team meetings or other professional development resources
- planning excellent lessons to ensure a consistently high standard of learning in every classroom
- developing excellent AfL strategies to inform future planning

- setting regular and effective homework focusing on securing knowledge and building skills
- marking books/folders and giving feedback in line with the school's policy

Impact

To ensure:

- excellent outcomes for all learners in all key stages, specifically including disadvantaged learners and learners with SEN
- an excellent standard of work in learners' books and folders
- feedback to learners on how to progress is of high quality and in line with school policy
- learners enjoy learning in the subject and understand its relevance in the wider world and to other learning
- learners read well in the subject
- timely and effective in-class intervention to support learners at risk of underachievement with particular regard to disadvantaged learners and learners with SEN

Excellent Aspirations

To develop learner self confidence and aspiration through:

- the use of rewards so that learners are regularly, and fairly rewarded for their effort and progress
- teaching a curriculum which allows the spiritual, moral, social, and cultural development of learners, including the promotion of British Values
- implementing equality, diversity, and inclusion throughout the curriculum, and challenging any stereotypes or discrimination
- promoting careers education, and ensure that teaching and learning illustrates how the subject might lead to career opportunities
- supporting learners at key transition points such as with their options
- championing subject specific super-curricular and co-curricular clubs, events, trips, and visits
- being a member of a pastoral year team as a form tutor, or a support tutor

Excellent Behaviour Safety and Care

To be responsible for:

- having a child-centred approach and taking the safety of learners seriously
- always passing on any safeguarding concerns, either direct disclosures or their own concerns about learners, to the safeguarding team on the same day as the concern arises.
- managing learner behaviour in lessons and corridors consistently and in line with behaviour processes in place for all staff to adhere to
- treating learners with respect and kindness in line with 'calm consistent adult behaviour' principles and those contained in the school's vision for behaviour
- encouraging full attendance for all all learners so that they have the most opportunities for success within the school and faculty

Excellent Communication

To ensure:

- parents are kept fully apprised of their child's progress in line with school policies and protocols (e.g reports/parents' evenings)
- learners have clear guidance on how to improve their work and engage in a dialogue with staff about this in line with our marking policy
- learners are rewarded for through the use of school rewards systems