

	Person Specification	Essential	Desirable
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Good Honours Graduate 	✓	✓
Subject	<ul style="list-style-type: none"> • Able to teach subject specialism 	✓	
Personal	<ul style="list-style-type: none"> • Excellent classroom teacher • High quality interpersonal skills • Aware of strategies to raise student achievement • Displays commitment to the protection and Safeguarding of children and young people • Team player • Flexible • Proactive and able to make decisions • Ambitious, personally and for the Priory School • An educational vision focused on students • Excellent range of communication skills; listening as well as speaking, presenting, writing • Resilience • Positive 'can do' attitude 	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓	✓ ✓

Job Profile

Job Title	Teacher
Salary Grading	Main Pay Scale to Upper Pay Scale
Line Manager	Curriculum Leader/Subject Leader
Date	2019
Job Purpose	<ul style="list-style-type: none"> ▪ to carry out the professional duties of a teacher as detailed in the Teacher Standards and in accordance with the School's policies under the direction of the Head teacher ▪ to be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and develop standards of students' learning, achievement and attainment ▪ To play a full part in the life of the School and its community, to support the vision, mission and ethos and to be a role model for staff and students.
Job Dimensions	<ul style="list-style-type: none"> ▪ Students: accountable for the oversight of learning of those students allocated to the post holder, engaging and motivating in the classroom and building team commitment with colleagues.

Key Accountabilities (please refer to the Priory School Teacher Standards for guidance expected at key points on the pay grade scale).

<p>Strategic Direction and Development: Lead, develop and implement learning policies, plans, targets and practices to ensure contribution to whole School improvement.</p>	<ul style="list-style-type: none"> ▪ promote the general progress and well being of individual students and of any class or group of students assigned to the post holder ▪ identify clear teaching objectives through planning and specify how they will be taught and assessed and ensure best use of time ▪ set tasks which challenge students and ensure high levels of interest and expectations including groups vulnerable to underachievement ▪ set clear targets building on prior attainment ▪ provide clear structures for lessons maintaining pace, motivation and challenge ▪ maintain discipline in accordance with the school's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework ▪ use a variety of teaching methods and strategies including key skills of literacy, numeracy and ICT ▪ ensure students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught ▪ evaluate own teaching critically to improve effectiveness ▪ ensure the effective and efficient deployment of additional support ▪ prepare students for public examinations where relevant ▪ register the attendance of students in lessons in line with the school
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	<p>policy</p> <ul style="list-style-type: none"> ▪ contribute to delivery of relevant aspects of the School Improvement Plan (SIP). ▪ contribute to the School Self Evaluation process
<p>Leading and Managing Students: provide the necessary support, challenge, intervention and information to sustain motivation and secure improvement in teaching and learning</p>	<p>Where appropriate to:</p> <ul style="list-style-type: none"> ▪ plan and deliver well structured lessons ▪ use performance data to evaluate students' progress and set appropriate targets for improvement ▪ assess how well learning objectives have been achieved and use them to improve specific aspects of teaching ▪ assess, mark and monitor students' work and provide high quality and relevant feedback (as per the school policy) ▪ assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the student is achieving ▪ undertake assessment of students as requested by examination bodies, departmental and School procedures ▪ prepare and present informative reports for parents and other external agencies as appropriate ▪ contribute to records of reports on the social needs of students ▪ provide or contribute to oral and written assessments, reports and references relating to individual and groups of students ▪ set homework to consolidate and extend knowledge and understanding
<p>Curriculum Development</p>	<ul style="list-style-type: none"> ▪ contribute to the development of Schemes of Work and lesson planning within the curriculum area.
<p>Teaching and Learning: secure and sustain effective teaching, evaluate the quality of teaching and standards of students' achievements and set targets for improvement to ensure high standards across all key stages and external assessments.</p>	<ul style="list-style-type: none"> ▪ have a working knowledge of teachers' professional duties, teaching standards and legal liabilities ▪ operate at all times within the stated policies and practices of the School ▪ establish effective working relationships and set a good example through own presentation and personal and professional conduct ▪ endeavour to give every student the opportunity to reach their potential and meet high expectations ▪ monitor student progress and implement intervention strategies ▪ be committed to safeguarding and promoting the welfare of students in all lessons and related activities and contribute positively and effectively student development ▪ provide feedback, guidance and advice to students on educational and social matters and on further education and future careers ▪ maintain good order and discipline among students and safeguard their health and safety when they are engaged in authorised School activities elsewhere ▪ participate in arrangements for students' presentation for examinations ▪ supervise and so far as practicable teach any students whose teacher is not available to teach them following the current Pay and

	<p>Conditions</p> <ul style="list-style-type: none"> ▪ participate in meetings at the school which relate to the curriculum, administration or organisation of the school
Communication	<ul style="list-style-type: none"> ▪ communicate and consult with the parents of students and Governors where appropriate ▪ communicate and cooperate with persons and external agencies and participate in meetings arranged for any of the purposes described above ▪ take part in marketing and liaison activities such as Open Evenings, Parents Evenings and events with partner schools. ▪ contribute to the corporate life of the School through effective participation in meetings and management systems necessary to co-ordinate the management of the School ▪ co-operate with other staff to ensure sharing and effective usage of resources to the benefit of the School, department and students.
Deployment of Resources	<ul style="list-style-type: none"> ▪ review from time to time own methods of teaching and Schemes of Work ▪ participate in arrangements for own further training and professional development as a teacher ▪ participate in arrangements for own supervision and training whilst serving in an induction period ▪ participate in arrangements for the appraisal of own performance and that of other staff ▪ take responsibility for own professional development and duties in relation to School policies and practices ▪ contribute to the professional development of other staff e.g. the induction of new teachers
Quality Assurance	<ul style="list-style-type: none"> ▪ embed the School's High Reliability practices in order to sustain and develop high quality teaching and learning. ▪ Ensure that work is applicable to the pay grade as specified in the Priory School Teacher Standards