

## Upper Pay Range Teacher Job Description

*This Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.*

Paragraphs 1 to 8 below are a Main Pay Range Teachers Responsibilities as set out in Part 6 Contractual Framework for Teachers of the Academy Teachers Pay and Conditions Document 2013, and as may be amended by subsequent Documents. Main Pay Range teachers are required to act in accordance with the Academy's ethos, policies and practices, under the direction of the Principal: In addition to the duties and responsibilities of a Main Pay Range Teacher you are, as an Upper Pay range teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the Academy are substantial and sustained and to ensure that you discharge the Accountabilities under paragraph 9 and, if you are paid at the maximum of the Upper Pay Range, Accountabilities under paragraph 10.

### 1. Teaching

- 1.1 Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the Academy's plans, curriculum and schemes of work in order to achieve target levels of student attainment, progress. and outcomes;
- 1.2 Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- 1.3 Set and mark work to be carried out by the student in Academy and elsewhere;
- 1.4 Participate in arrangements for preparing students for external examinations.

### 2. Whole Academy organisation, strategy and development

- 2.1 Contribute to the development, implementation and evaluation of the Academy's policies, practices and procedures in such a way as to support the Academy's values and vision.
- 2.2 Work with others on curriculum and/or student development to secure co-ordinated outcomes.
- 2.3 Supervise and so far as practicable teach any students where the person timetabled to take the class is not available to do so. (You will only rarely be required to provide such cover in circumstances that are not foreseeable).

### 3. Health, safety and discipline

- 3.1 Promote the safety and well-being of students in accordance with the Academy's Child Protection and other relevant policies.
- 3.2 Maintain good order and discipline among students in accordance with the Academy behaviour policy.

### 4. Management of staff and resources

- 4.1 Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- 4.2 Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- 4.3 Deploy resources delegated to you in accordance with Academy policies.

### 5. Professional development

- 5.1 Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff.

5.2 Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

## **6. Communication**

6.1 Communicate with students, parents and carers in accordance with the Academy ethos, policies and practice.

## **7. Working with colleagues and other relevant professionals**

7.1 Collaborate and work with colleagues and other relevant professionals within and beyond the Academy.

7.2 Participating in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the Academy, which require the exercise of your professional skills and judgment.

## **8. Fulfil wider professional responsibilities**

8.1 Make a positive contribution to the wider life and ethos of the Academy;

## **9. Upper Pay Range Accountabilities**

9.1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

9.2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

9.3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.

9.4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

9.5 Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.

9.6 Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.

9.7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

9.8 Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice

## **10. Additional Accountabilities for the Maximum of the Upper Pay Range**

In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:

10.1 Play a critical role in the life of the Academy.

10.2 Provide a role model for teaching and learning.

10.3 Make a distinctive contribution to the raising of student standards.

10.4 Contribute effectively to the work of the wider team.

10.5 Take responsibility for a whole Academy initiative.

10.6 Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning.

Specific details of the accountabilities (eg which workplace policies under paragraph 9.1 above that the post holder will contribute to implementing and promoting) should be recorded below and reviewed annually by the appraiser.

Paragraph	Specific Additional Accountabilities

This job description and related documents provide the standards and framework for Performance Management Objectives for an Upper Pay Range teacher which will be set under the Academy's Appraisal Policy before, or as soon as practicable after, the start of each appraisal period. The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience. The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change. The objectives set for each teacher will, if achieved, contribute to the Academy's plans for improving the Academy's educational provision and performance and improving the educational opportunities of students at that Academy.

### Person Specification

We are looking to appoint an outstanding teacher and one who would be expected to teach across all age ranges and abilities. The ability to offer teaching at Key Stage 5 is desirable but not essential.

You will be expected to contribute to the continued development of the Department's curriculum, particularly in light of changes to the Key Stage 4 curriculum. You should be able to communicate effectively with students and colleagues as well as having good organisational skills.

You should be a reflective practitioner, interested in developing your practice and trying out new strategies in your teaching. You will already be, at least, a fairly good user of ICT, and happy to learn more. Above all, we wish to appoint an imaginative and enthusiastic teacher, who will be keen to work alongside a team determined to create an excellent department.

It is important that students have the opportunity to extend their interest and enthusiasm for the subject by taking part in extra curricular activities, visits and competitions. We would welcome any contributions you could make to these activities at Neale-Wade Academy.

You will have a passion for working with young people and you will relish the satisfaction that comes from helping them to develop and to learn. The successful candidate will be an important part of the department and can expect the support needed to develop his/her career further.

### Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relevant 'A' Levels (or equivalent) and Degree.</li> <li><input type="checkbox"/> Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Good honours degree (2.1 or better).</li> <li><input type="checkbox"/> Ability to teach more than one subject.</li> <li><input type="checkbox"/> Ability to teach Key Stage 5.</li> </ul>
Experience	<ul style="list-style-type: none"> <li><input type="checkbox"/> Relevant teaching experience or teaching practice.</li> <li><input type="checkbox"/> Experience of working with students with a wide range of ability</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Currently working or training in UK state secondary school.</li> <li><input type="checkbox"/> Relevant 'life experience' e.g. time working in business or industry.</li> </ul>

Knowledge and understanding	<ul style="list-style-type: none"> <li><input type="checkbox"/> The theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies);</li> <li><input type="checkbox"/> Statutory National Curriculum requirements at the appropriate key stage;</li> <li><input type="checkbox"/> The monitoring, assessment, recording and reporting of students' progress;</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> The statutory requirements of legislation concerning Equal Opportunities, Health and Safety, SEN and Child Protection;</li> <li><input type="checkbox"/> The positive links necessary within school and with all its stakeholders;</li> <li><input type="checkbox"/> Effective teaching and learning styles.</li> </ul>	
Skills	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ability to use innovative, active teaching methods</li> <li><input type="checkbox"/> Ability to use ICT as a learning/admin tool</li> <li><input type="checkbox"/> Effective communication skills, written and verbal</li> <li><input type="checkbox"/> Good organisational skills</li> </ul>	Commitment to offering effective extra-curricular activities.
Personal Characteristics	<ul style="list-style-type: none"> <li><input type="checkbox"/> Approachable</li> <li><input type="checkbox"/> Committed</li> <li><input type="checkbox"/> Enthusiastic</li> <li><input type="checkbox"/> Able to motivate self and others</li> <li><input type="checkbox"/> Calm under pressure</li> <li><input type="checkbox"/> Well-organised</li> </ul>	