

Job Description and Person Specification**Progress Schools**

JOB TITLE: Teacher/Tutor of

SCHOOLS:

- Buckinghamshire High Wycombe
- Staffordshire Wolverhampton
- Cumbria Carlisle
- Staffordshire Wolverhampton
- Redcar & Cleveland Tees Valley
- Northamptonshire Northampton & Thrapston
- Merseyside The Hive, Hamilton Square & Liverpool
- Greater Manchester Wigan, Lilford, Gorton & Stockport

REPORTS TO: Head of School / Headteacher

PURPOSE:

To provide teaching and learning support to students

Key Stage 3 & 4 teachers/tutors develop schemes of work and lesson plans in line with curriculum objectives. They facilitate learning by establishing a relationship with students, and by their organisation of learning resources and the learning environment.

Progress School teachers/tutors develop and foster the appropriate skills and social abilities to enable the optimum development of children, according to age, ability, and aptitude.

They assess and record progress and prepare students for examinations. They link students' knowledge to earlier learning and develop ways to encourage it further, and challenge and inspire students to help them deepen their knowledge and understanding.

ABOUT PROGRESS SCHOOLS:

Progress Schools are a multi sited company with each school registered separately with the Department for Education as an Independent School. We specialise in teaching students who may present challenging behaviours or are not suited to mainstream education. We offer an alternative curriculum to meet the needs of each student on an individual basis. Our core values are.

- Positivity
- Responsibility
- One team

- Growth
- Respectful
- Exceptional
- Supportive
- Stable

MAIN AREAS OF RESPONSIBILITY:

Students within *Progress Schools* are usually divided into:

- Key Stage 3 - Year 7 - Year 9 (age 11-14).
- Key Stage 4 - Years 10 and 11 (ages 14-16).

Staff within *Progress Schools* are usually divided into: -

- Teachers / Tutors
- Teaching Assistants / Mentors / Administrators / Education Welfare & Attendance Officers

Tasks are broadly the same for all *Progress Schools* teachers/tutors and include:

Teach allocated students by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed.
- Setting tasks which challenge students and ensure high levels of interest.
- Setting appropriate and demanding expectations.
- Setting clear targets, building on prior attainment.
- Be aware of and make provision for students who are AEN/SEN, very able, LAC or who have other individual needs.
- Providing clear structures for lessons maintaining pace, motivation, and challenge.
- Making effective use of assessment and ensure coverage of programmes of study.
- Ensuring effective teaching and best use of available time.
- Maintaining discipline in accordance with the school's procedures and encouraging good practice regarding punctuality, behaviour, standards of work and homework.
- Using a variety of teaching methods to:
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - use effective questioning, listen carefully to students, give attention to errors and misconceptions
 - select appropriate learning resources and develop study skills through library, ICT and other sources
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness.
- Ensuring the effective and efficient deployment of classroom support.
- Liaise with the Head Teacher to ensure the implementation of school policy and best practice.

Monitoring, Assessment, Recording, Reporting: -

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor students' work and set targets for progress.
- 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 to parents.
- Undertake assessment of students and participate in the school's system reporting to parents.

Curriculum Development

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance.

Pastoral Duties

- Promote the general progress and well-being of individual students.
- Liaise with the Head Teacher to ensure the implementation of the school's pastoral system.
- Register students, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Contribute to the preparation of education plans and progress files and other reports.
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved.
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff.
- Contribute to citizenship, SMSC and enterprise according to school policy.

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities.
- Operate at all times within the stated policies and practices of the school.
- Know subject(s) or specialism(s) to enable effective teaching.
- Take account of wider curriculum developments.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department, and students.
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.

- Take part in marketing and liaison activities such as open evenings, parent evenings, review days and events with partner schools.
- Take responsibility for own professional development and duties in relation to school policies and practices.
- Liaise effectively with parents and governors.
- To be aware of and follow the company safeguarding policies and procedures.
- Participate in the development of *Progress Schools* by:
 - Attending and contributing to staff meetings.
 - Attending and contributing to project meetings.
 - Contributing to the development of curriculum plans.
 - Ensure the best practice in equal opportunities is applied to all work of *Progress Schools*.
 - Support senior management to ensure effective educational practice.
 - To take part in appropriate training opportunities including standardisation meetings

Additional Information

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The job holder is required to contribute to and support the overall aims and ethos of the company. All staff are required to participate in training and other learning activities and performance management and development as required by the Company's policies and practices.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept reasonable alterations that may from time to time be necessary and to undertake other duties appropriate to the post that may reasonably be required from time to time.

This post will bring the job holder into contact with company confidential information relating to students and staff. The job holder must therefore be aware of the confidential nature of the issues and maintain absolute confidence at all times.

SALARY AND CONDITIONS

- 39 weeks of the year are allocated for teaching.
- Progress Schools Pay Scale (Equivalent to MPS for Qualified Teachers and Unqualified Pay Scale for Tutors)
- 39 weeks of the year are allocated for teaching
- Parents' evenings, preparation for Office for Standards in Education, Children's Services and Skills (Ofsted) inspections, breakfast and after-school clubs, and sport, drama and field trips are expected
- Teachers have 13 weeks per year not teaching and it is expected that teachers use this time to work on marking, planning, and preparation in addition to personal holiday time.

- Trips with students or staff development opportunities may occasionally involve staying away from home and/or overseas travel.

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
Education and Qualifications	<p>Teachers (Qualified Pay Scale)</p> <ul style="list-style-type: none"> • A degree in their chosen subject • Qualified Teacher Status (QTS or QTLS) <p>Or</p> <p>Tutors (Unqualified Pay Scale)</p> <ul style="list-style-type: none"> • A degree or equivalent in their chosen subject • Assessors/Verifiers Qualifications • Unqualified Tutors must agree to work towards a Teaching qualification and professional formation. <p>Evidence of improving teaching through appropriate professional development including responding to advice and feedback from colleagues as well as self reflection (AF)</p>	<p>Other relevant higher professional qualification (AF)</p> <p>Evidence of continuous professional development and commitment to further professional development (AF)</p>
Experience and Knowledge	<p>Have a secure knowledge of the relevant subject(s) and curriculum areas in KS3 & 4 (I & LO)</p> <p>Understand and evidence promoting high standards of literacy, articulacy and the correct use of standard English, whatever the Teacher's specialist subject (LO)</p> <p>Demonstrate a critical understanding of developments in the subject/ curriculum areas. (I)</p> <p>Demonstrable experience of making a positive contribution to the wider life and ethos of a school. (AF)</p> <p>Understand the statutory frameworks which set out your</p>	<p>To have good curriculum knowledge across the key stages relevant to this school (AF)</p> <p>Teaching across multiple vocational areas through demonstrable vocational competence. (AF)</p> <p>the preparation and administration of statutory examinations. (AF)</p> <p>the links between schools, especially partner schools. (AF)</p>

	<p>professional duties and responsibilities including reference to health and safety and safeguarding. (AF & I)</p> <p>Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none">• how pupils develop and learn• what can inhibit learning• pupils' capabilities and prior knowledge <p>and how you have incorporated this into your planning and teaching (AF & I)</p> <p>Evidence of building and maintaining good relationships with pupils rooted in mutual respect and adhering to proper boundaries. (I & LO)</p> <p>Communicate effectively and professionally with colleagues and parents, the latter with regard to pupils' achievements and well-being as well as with colleagues. (AF)</p> <p>Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback and take responsibility for their learning. (AF)</p> <p>Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements and making use of formative and summative assessment to secure pupils' progress. (AF & I)</p> <p>Experience of using relevant data to monitor progress, set challenging targets, and plan subsequent lessons. (AF & I)</p>	
--	--	--

	<p>Experience of using differentiation effectively and appropriately, using approaches which can be taught effectively (AF & I)</p> <p>Evidence how home work and other out of class activities can extend the knowledge and understanding pupils have acquired (AF)</p> <p>Experience of deploying support staff effectively to enhance the learning of pupils. (AF)</p>	
Ability and Skills	<p>Be able to inspire, motivate and challenge pupils of all backgrounds, abilities and dispositions to achieve the high expectations set for them by understanding their needs and using and evaluating distinctive teaching approaches to engage and support them (AF & I).</p> <p>Be able to manage behaviour effectively, fairly and consistently using a range of strategies both in the classroom and beyond. (I & LO)</p> <p>Building and maintaining good relationships with pupils rooted in mutual respect and adhering to professional boundaries. (I & LO)</p> <p>Demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils. (AF)</p>	Develop strategies for creating community links. (AF)
Personal characteristics	<p>Approachable</p> <p>Committed</p> <p>Empathetic</p> <p>Enthusiastic</p> <p>Organised</p> <p>Patient</p> <p>Resourceful</p>	

