



# The Holy Trinity Church of England Secondary School

## Job Description –Post-Threshold / Main Scale UPS

### Post Title: Teacher of Geography

**Purpose of the role:** *To teach all Key Stages across the curriculum or as required by current Timetable*

**Grade:** UPS **Responsible to:** Team Leader:

**Conditions of Service:** Reference should be made to the School Teachers' Pay and Conditions Policy, including the specific provisions referred to in this job description, and to the National Professional Standards for Qualified Teacher Status published by the DfE.

This generic job description is not intended to be comprehensive. It will be reviewed annually but may need to be modified in the interim following negotiation.

### Responsibilities and accountabilities UPS 1/2/3

- To extend the leadership of the Head teacher
- To meet the National professional teacher standards.
- To demonstrate and promote consistently good or better teaching and learning
- To make a sustained and substantial contribution to and impact on Student outcomes, teaching and learning and school improvement
- To teach all Key Stages across the curriculum or as required by current Timetable
- To act as a Form Tutor
- To carry out regular duties as per the rota.

### OUTCOMES

#### Attainment & Standards UPS 1/2/3

Have extensive knowledge and well informed understanding of assessment requirements and arrangements for the subject areas taught including those relating to public examinations and qualifications.

Know how to use both local and national statistical information to evaluate the effectiveness of teaching and learning.

Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development.

Have up to date knowledge and understanding of the different types of qualification and specification and their suitability for meeting learner's needs, including those in vulnerable groups.

#### Quality of students learning and progress UPS1/2/3

Ensure that the quality of pupil's learning and progress is at least good as demonstrated through lesson observations, work sampling, student focus groups.

Demonstrate that pupils acquire knowledge, develop understanding and learn and practise skills well and therefore they seek to produce their best work and show an interest and enthusiasm for the learning of the subject.

Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour learning strategies, in order to personalise learning to provide opportunities for all learner to achieve their potential.

Have teaching skills which lead to learners achieving well relative to their prior attainment making their progress, as good as or better than, similar learner nationally.

### **Student Behaviour UPS1/2/3**

Have high expectations of pupils including a commitment to ensuring that they can achieve their full potential.

Establish a fair, respectful, trusting, supportive and constructive relationship with pupils.

Demonstrate that pupil behaviour makes a strong contribution to good learning in lessons by pupils showing that they respond to school and teacher expectations, and they behave in a considerate way towards one and other.

Commit to safeguarding and the promotion of welfare and equal opportunities amongst all pupils and colleagues.

Where necessary to resolve conflict between pupils and staff and empower pupils to use appropriate strategies to settle differences.

### **PROVISION**

#### **Quality of Teaching and Assessment UPS1/2/3**

Ensure that teaching promotes good learning, progress and enjoyment for all pupils by:

- Having high expectations of all pupils and ensuring that effective support is given to accelerate the progress of any pupil who is falling behind their peers.

Having a developed knowledge and understanding of the subject, including how learning progresses within it.

- demonstrating a range of teaching styles and activities which sustain pupils' concentration, motivation and application

- Using time, resources, technology and other adults appropriately to contribute to the quality of learning.

- Having a sound subject knowledge which is used to inspire pupils and build their understanding.

- Planning lessons which are linked to current assessment of pupils' prior learning, and are differentiated in order to consolidate, build upon and extend learning for all pupils.

- Using effective questioning techniques which gauge pupils' understanding and reshape explanations and tasks where this is needed

- Assessing pupils' progress accurately, both orally and through marking and to allow pupils to make good progress.

Working individually and with colleagues to ensure that schemes of work and lesson planning is well organised, imaginative and builds in opportunities for learning and a broad range of experiences which contribute well to pupils' development and well-being.

Being prepared, in consultation with your Line Manager, to adjust curricular provision to meet the needs of students effectively.

Contribute to cross-curricular provision including literacy, numeracy and ICT.

Contribute to curriculum enrichment opportunities.

### **Leadership and Management UPS1/2/3**

Maintain an up to date knowledge and understanding of the professional duties of teachers and the statutory framework in which they work.

Make a significant contribution, where appropriate, to implementing workplace policies and practices and to promote a collective responsibility for their implementation.

Promote effective and productive working relationships within the school community

Contribute to Department and whole School Self Evaluation by providing regular feedback on successes, areas for development or concerns.

Commit and promote collaboration and cooperative working.

To contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practise, and providing advice and feedback.

Lead on or contribute significantly to improvement projects and initiatives at departmental or whole school level **(UPS2)**

Lead on improvement projects and initiatives at departmental, whole school, or community level **(UPS3)**

Demonstrate a commitment to promoting and developing Holy Trinity's vision, ethos and strategic intentions

To contribute to the production, implementation, monitoring and evaluation of subject development plan in line with the school priorities

To provide regular feedback to line management in a way which allows for effective communication and dissemination, promotes good practice and, if necessary, addresses under-performance.

To take responsibility for drafting performance management objectives and ensuring agreed evidence is available for review against agreed criteria.

To participate in professional development opportunities.

To support quality assurance processes such as collaborative planning, work sampling, learning walks, student voice activities and lesson observations which will allow greater consistency in teaching and learning.

### **Key Skills**

Ambition and commitment to improvement

A good role model for pastoral care, classroom practice and behaviour management.

Good time management, flexibility and adaptability