



Job Description: Post-threshold Teacher UPS 1 – 3

**Reports to:** Director of Learning

### **Position description**

The Post-threshold Teacher is responsible for providing an educational atmosphere where students have the opportunity to fulfil their potential for intellectual, emotional, physical, spiritual and psychological growth. The teacher is responsible for building students' learning power through the development of the 4 Rs and by embedding the Academy's core values. This person is responsible for organizing and implementing an instructional programme that will result in students achieving academic success in accordance with North Shore Health Academy's vision, ethos and policies.

### **Responsibilities**

The duties outlined in this job description may be modified by the Vice Principal, Principal or Governors, with your agreement, to reflect or anticipate changes in the job commensurate with the salary and will be reviewed annually as part of the Performance Management process.

The appointment of a Post-Threshold Teacher is subject to the current conditions of employment for teachers contained in:

- the Academy Teachers' Pay and Conditions Document (STCPD);
- the Academy Standards and Framework Act 1998;
- the required Standards for Qualified Teacher status;
- other current legislation.

Duties and responsibilities together with competencies and skills required of the post-holder are set out within each of the three outcome areas.

### **General description of the post**

The holder of this post is expected to carry out the professional duties of a post-threshold teacher as described below, as circumstances may require and in accordance with the Academy's policies under the direction of the Principal. The post-holder is required to fully support the vision, ethos and policies of the Academy.

The post-holder should be able to sustain the professional standards for core and those for post-threshold teachers which are described below.

### **Relationships**

- The post-holder is accountable to their line manager in all matters.
- Within the performance management (PM) process, all staff in the Academy are accountable to the Performance Director and Vice Principal through their respective teams and leaders.
- Within continuing professional development (CPD) all staff in the Academy are accountable to the Performance Director and Vice Principal, through their respective teams and leaders, for the impact their development has on pedagogy.
- All teachers are also ACE tutors.

## **Outcomes**

### **1. Achievement and Progress**

#### **Contribute to the Academy Development Plan priorities of:**

- Setting high expectations and continuously monitoring and evaluating the effectiveness of learning outcomes.
- Securing a collaborative Academy vision of excellence and equity that sets high standards for every student.
- Ensuring key stage variation of performance is minimised.
- Develop the Academy as a learning powered school

#### **Duties and responsibilities:**

- Making a distinctive contribution to raising standards across the Academy (UPS).
- Supporting and helping colleagues to improve effectiveness (UPS).
- Setting clear and challenging targets that build on prior attainment for each student (UPS).
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular termly analysis of this data.
- Ensuring that every child has the opportunity to reach their potential and meet their highest expectations.
- Setting, tracking, evaluating and reporting on progress towards individual student targets.
- Devising and implementing targeted interventions that enable students to reach and exceed their targets.

#### **Knowledge, skills and competencies required:**

- Contributes significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation (P1).
- Has an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications (P3).
- Has an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs (P4).

### **2. The quality of Teaching and Learning**

#### **Contribute to the Academy Development Plan priorities of:**

- Raising the quality of teaching and learning and embedding a learning culture that will enable students to become effective, enthusiastic, independent learners, committed to life-long learning
- Setting high expectations and monitoring and evaluating the effectiveness of learning outcomes
- Enabling students to become effective, enthusiastic, independent learners, committed to life-long learning

- Applying the NSHA learning model which builds learning power, enhances teacher effectiveness and develops cooperative learning

**Duties and responsibilities:**

- Teaching 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 in line with NSHA learning model
- Setting tasks which challenge students and ensure high levels of interest and participation
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Identifying SEN or very able students and differentiating accordingly to meet their needs
- Providing clear structures for lessons maintaining appropriate pace, motivation and challenge.
- Making effective use of assessment and ensure coverage of programmes of study and meeting assessment deadlines in line with academic calendar
- Ensuring effective teaching and best use of available time
- Monitoring and intervening to ensure sound learning and discipline
- 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, I.C.T. and other sources applying NSHA learning model
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Assessing how well learning objectives have been achieved and using them to improve specific aspects of teaching
- Evaluating own teaching critically to improve effectiveness
- Participating in academy training in line with academic calendar
- Collecting, analysing and reporting on students' views of their subject area
- Support the Academy Learning Live programme
- Act as a role model for staff for high quality teaching and learning (UPS).
- Use own class and practice as an example of outstanding teaching and learning.
- Ensure continuity and progression by supporting colleagues in choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the Academy development plan.
- Develop plans which identify clear targets, times-scales and success criteria for its development and/or maintenance in line with the Academy development plan.
- Help colleagues to create a stimulating learning environment for teaching and learning.
- Ensure that teachers are aware of the implications of equality of opportunity.

**Knowledge, skills and competencies required:**

- Has 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 (P2).
- Has a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them (P5).
- Has sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people (P6).
- Is 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 (P7).
- Has teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally (P8).

### **3. Leadership and Management**

Contribute to the Academy Development Plan priorities of:

- Providing effective organisation and management of the Academy and improving organisational structures and functions based on rigorous self-evaluation.
- Ensuring that the Academy and the people and resources within it are organised and managed to provide an efficient, effective and safe learning environment.
- Developing strong, resolute visible and effective leaders and managers with a steadfast approach to Academy improvement.

#### **Duties and responsibilities:**

- Providing regular coaching and mentoring for less experienced teachers (UPS).
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Ensuring that the Headteacher, SLT and governors are well informed about policies, plans, priorities and targets that these are properly incorporated into the Academy development plan.
- Taking responsibility for drafting performance management objectives and ensuring agreed evidence is available for review against agreed criteria.
- Securing and maintaining good working relationships with colleagues.
- Contributing to the corporate life of the Academy through effective participation in meetings and management systems necessary to co-ordinate the management of the Academy.
- Collecting, analysing and reporting on students' views of their subject area.
- Developing effective links with the local community including parents, business and industry.
- Attend Learning Conversation and other Academy events and support the organisation of said events

#### **Knowledge, skills and competencies required:**

- Promotes collaboration and works effectively as a team member (P9).

- Contributes to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback (P10).

**Academy support**

- To be an A.C.E. Triad tutor and follow the tutor programme if required (see tutor job description)
- Participate in training and other learning activities and performance development as required
- Be responsible for the provision of out of Academy learning activities e.g. Learning Live, extra-curricular activities within guidelines established by the Academy
- Support the vertical tutoring and/or duty systems as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory
- Be aware of and comply with policies and procedures relating to Child Protection, health, safety and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute and help develop to overall ethos/work/aims of the Academy.

**Professionalism and Learning:**

It is the Academy’s expectation that its teaching staff will be role models for students and conduct themselves in a professional manner in line with the Academy’s code of conduct and policies. Teachers are expected to be learners and model good learning for students. It is the Academy’s expectation that all teachers seek to improve their practice by actively involving themselves in professional development programmes of the Academy which encourage and support reflective practice.

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| Post Induction Teacher | DATE |
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