



Job Description Pre-Threshold Teacher MPG 4-6

Reports to: Director of Learning

Position description:

The Pre-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 Pre-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 Pre-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 is expected to meet and sustain all the Professional Standards for Teachers. However, in the fourth, fifth and sixth years of teaching it is expected that the focus will be on the following standards.

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:

- Setting clear and challenging targets that build on prior attainment for each student.
- Establishing clear targets for achievement and evaluate progress through the use of appropriate assessments and records and regular analysis of this data in line with academic calendar.
- Setting, tracking, evaluating and reporting on progress towards individual student targets.
- Marking and monitoring 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 recognise the level at which the student is achieving.
- Giving every child the opportunity to reach their potential.

Knowledge, skills and competencies required:

- Holds positive values and attitudes and adopt high standards of behaviour in their professional role (C2).
- Maintains an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity (C3).
- Knows a range of approaches to assessment, including the importance of formative assessment (C12).
- Knows how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment (C13).
- Knows 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, including action plans for improvement (C14).
- Provides learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development (C32).
- Supports and guides learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners (C33).
- Reviews the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary (C35).
- Reviews the impact of the feedback provided to learners and guide learners on how to improve their attainment (C36).

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
- Using own practice as an example of good teaching.
- Ensuring continuity and progression by supporting colleagues in choosing the appropriate teaching and teaching methods and setting clear learning objectives through an agreed scheme of work, developed in line with the Academy Development Plan.
- Evaluating own teaching critically to improve effectiveness.

Knowledge, skills and competencies required:

- Knows and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach (C16).
- Knows how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities (C17).
- Designs opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context (C27).
- Plans, sets and assesses homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning (C28).
- Teaches challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress; develop concepts and processes which enable learners to apply new knowledge, understanding and skills; adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively (C29).
- Teaches engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment (C30).

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:

- 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 Principal and ALT are routinely well informed about teaching plans, priorities and student progress toward their agreed targets.
- Taking responsibility for drafting performance management objectives and ensuring agreed evidence is available for review against agreed criteria.
- Managing parents and other adults in the classroom.
- Building team commitment with colleagues through collaborative planning.
- Helping colleagues to create a stimulating learning environment for teaching and learning.
- Collecting, analysing and reporting on students' views of their learning.
- Using the community as a teaching and learning resource.
- Meeting termly with parents to discuss and review progress.
- Liaising effectively with parents and governors.
- Attend Learning Conversation and other academy events

Knowledge, skills and competencies required:

- Makes effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching (C19).
- Understands the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people (C20).
- Knows when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies (C21).
- Knows the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people (C22).
- Knows the local arrangements concerning the safeguarding of children and young people (C23).
- Promotes learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills (C39).

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 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.

Post Induction Teacher	DATE
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