



Midsomer Norton  
Schools Partnership

## Job Description – English Teacher

| <b><u>Job Description</u></b> |   |
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| <b>Job Title</b>              | Teacher of English at Key Stage 3 and 4; I/C Whole Academy Literacy   |
| <b>Purpose of Role</b>        | <ul style="list-style-type: none"><li>• To coordinate and develop the English curriculum at key stages 3 and 4.</li><li>• To contribute to whole Academy improvement priorities, in relation to The Quality of Education and Whole Academy Literacy.</li><li>• To coordinate Literacy across all key stages to ensure pupils make at least expected progress from their starting points in reading, spelling, and communication.</li><li>• To ensure all pupils, regardless of age/ stage/ ability/ SEND, leave the academy with a nationally recognised qualification in English that is appropriate to their ability and length of time at the academy.</li><li>• To fulfill the role of form tutor at either key stage 3 or 4, and deliver lessons as part of the well-being tutorial curriculum.</li><li>• To inspire, motivate, and challenge through the planning and delivery of high quality learning experiences leading to good progress and outcomes for all pupils.</li><li>• To manage behaviour effectively to ensure a safe learning environment and high quality pastoral support.</li><li>• To promote personal development and the welfare of pupils.</li><li>• To fulfill the wider professional responsibilities of being a teacher, through supporting policies and initiatives, and as detailed within the Teachers' Standards as set out by the DfE.</li></ul> |
| <b>Responsible To</b>         | Key Stage 4 Curriculum Lead   |
| <b>Salary Grade</b>           | MPS/ UPS (+ SEN allowance)  |

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| <p><b>Main Duties</b></p> | <p><b>TEACHING LEARNING AND ASSESSMENT:</b></p> <p>Follow the Academy guidance on Teaching and Learning and ensure that you:</p> <ul style="list-style-type: none"> <li>● Plan effective lessons that help all students learn well, developing and consolidating their knowledge, understanding and skills, working collaboratively with other staff where required.</li> <li>● Take lead responsibility for an area of the curriculum at specified key stages, including curriculum design and qualifications and the line management of staff in your tutor team.</li> <li>● Embed the teaching of reading, writing and communication, and where appropriate, enabling students to make good progress throughout the curriculum.</li> <li>● Maintain and use secure knowledge and understanding of the subjects taught to plan learning that sustains students' interest and challenges their thinking.</li> <li>● Work in accordance with the Academies' assessment procedures to use prior assessment data and regular assessment information to set appropriate and demanding expectations for pupils' learning, motivation, and presentation of work.</li> <li>● Undertake a range of assessment, reporting and recording tasks, as agreed within Academy procedures, in a timely and professional manner including the maintenance of accurate records of pupils' work.</li> <li>● To coordinate and develop the English curriculum at key stage 3 and 4.</li> <li>● To contribute to whole Academy improvement priorities.</li> <li>● Work in accordance with the Academy marking guidelines to mark, monitor, and return work within a reasonable and agreed time span, providing constructive oral and written feedback and clear targets for future learning as appropriate.</li> <li>● Use assessment data to identify pupils who need further support to make expected progress and take action to address the issues.</li> <li>● Be familiar with the SEN Code of Practice for identification and assessment of Special Educational Needs (including Gifted and Talented) and attend meetings, submit contributions for pupils with whom you teach/ tutor.</li> <li>● To keep up to date with current educational thought and developments by reading and attending courses to further good practice. This includes an understanding of behaviour, emotional and social difficulties, and an ethos that supports an inclusive approach to Learning and Teaching.</li> <li>● To cultivate a professional partnership with Learning Facilitator's and involve them in planning, delivery and understanding the work being done with the class.</li> </ul> |
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**BEHAVIOUR AND ATTENDANCE**

- Work collaboratively with other tutors, pastoral staff, and the multi-agency team, to promote high expectations for pupil attendance to school and to lessons, setting work for pupils who are persistently absent from the Academy., or for those who require greater personalisation.
- In accordance with the Academy's behaviour guidelines and procedures, set high expectations for pupils' behaviour and maintain good discipline by establishing a purposeful working atmosphere.

**PASTORAL WORK:**

- Support all students to become confident, self-assured learners with excellent attitudes to learning, which has a strong, positive impact on their progress, and who are well equipped for the next stage in their education, training or employment.
- To continue to develop a professional knowledge of trauma informed practice and apply this to work effectively with pupils.
- Undertake the role and responsibilities of a Tutor at the academy. This includes: running annual reviews for pupils in the tutor group; being the first point of contact for parents, but also wider professionals who may be working closely with the family; maintaining high quality and up to date paperwork for each pupil.
- Monitor (and set termly targets for) the social and academic progress of individuals in the Tutor Group.
- Promote good pupil attendance and monitor in accordance with the MNSP attendance policy.
- Use the Tutor Role to ensure pupils are ready to learn and identify barriers to learning via mentoring and coaching methods.
- To recognise and promote partnership between home and school.

**PROFESSIONAL STANDARDS:**

- Support the aims of the Academy to promote a positive, safe and aspirational learning environment.
- To treat all pupils fairly, consistently and without prejudice.
- Promote equality of opportunity and an acceptance of diversity, tackling the use of derogatory or aggressive language and challenging stereotyping and prejudice-based bullying.
- Set a good example to pupils in terms of appropriate dress, standards of punctuality, attendance and conduct.
- Promote the aims of the Academy by attending and participating in appropriate events.
- Support the ethos of the Academy by upholding the behaviour code, uniform regulations etc.

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|                                   | <ul style="list-style-type: none"> <li>● Take responsibility for your own professional development and participate in staff training when provided.</li> <li>● Reflect on your own practice, as well as the practices of the Academy, as part of Academy self-evaluation and target setting.</li> <li>● Be aware of and follow the various policies and procedures of the Academy and within the wider trust.</li> <li>● Participate in the management of the Academy by attending various team and staff meetings.</li> <li>● Ensure that all deadlines are met as published in the Academy calendar or those that are set from the middle and senior leadership team.</li> <li>● Be proactive and take responsibility for matters relating CP, Safeguarding, and health and safety, reporting all concerns in a timely and effective manner.</li> </ul> <p>All duties in the job description may be varied to meet the changing demands of the Academy at the reasonable direction of the line manager and the Headteacher, and are reviewed annually. This job description indicates the way the post holder is expected and required to perform and complete the duties as set out.</p> |
| <p><b>Personal Attributes</b></p> | <p>The main personal attribute we are looking for is the capacity to enthuse our children. These posts represent an excellent opportunity for either a colleague eager to enter special school teaching, or someone already experienced in this sphere of education. It could also represent an excellent stepping stone to future leadership opportunities.</p> <p>The successful candidate will be a good to outstanding teacher of English with the flexibility to teach from KS3-5 (currently we teach a range from Entry Level to Functional Skills and GCSE accreditations at KS4). The main personal attribute we are looking for is the capacity to engage/enthuse our students and to promote independent learning.</p>  |

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| <p><b>Safeguarding</b></p> | <p>Notton House Academy is committed to safeguarding and promoting the welfare of children and young people. We expect anyone involved with the school to share this commitment. The successful applicant will be required to obtain an enhanced disclosure for the DBS.</p> <p>In line with KCSIE 2024 and safer recruitment practices, the school will conduct an online search for all shortlisted candidates. The online search is part of our safeguarding checks and will seek publicly available information on candidates' suitability to work with children. Shortlisted candidates will be provided with further guidance and will be asked to clarify their online presence.</p> <p>References will be obtained before the interview at the shortlisting stage and may be used in the interview process. If previous employment has included working with children, then at least one referee must be from this employment regardless of whether this is the current or most recent employment Any gaps in employment must be detailed and an explanation provided in the relevant section.</p> |
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This job description, which is subject to review, has been agreed between the Post-holder, the Team Leader and the Leadership Team link (on behalf of the Headteacher).

Teacher  
Signed ..... Printed ..... Date.....