

Anglesey County Council Job Description

Job Title: Teacher of English

Department: Lifelong Learning

Area: Ysgol Uwchradd Bodedern

Payscale: Teacher's Main Scale

Position:

Answerable to:

The Headteacher via the Area of Learning and Experience Leader

Responsible for:

Staff: n/a

Finance: n/a

Other: a) Teach 27 lessons per week to pupils from years 7 to 13
An additional 10% is ensured for PPA time.

b) Pastoral requirements or any other daily/weekly responsibilities.

Job Purpose:

Teach English Language and Literature

NOTES

1. The responsibilities are subject to the general duties included in the annual document: **“2017 School Teachers Pay and Conditions and Guidance on School Teachers Pay and Conditions”**

TEACHING :

Plan and teach lessons to classes that are organised to be taught in the context of planning, curriculum and the school's schemes of work.

Assess, monitor, note and report on learning needs, progress and achievement of pupils organised.

Be a part of the arrangements to prepare pupils for external exams.

ORGANISATION, STRATEGY AND WHOLE SCHOOL DEVELOPMENT:

Contribute to the development, implementation and evaluation of policies in relation to the school's practices and in a way that supports the school's vision and values.

Work with others on the development of pupils and/or curriculum, in order to ensure the related results.

(Included in paragraph 52.7) oversee, and where practical, teach any pupils if the one named on the timetable is not available to do so.

HEALTH, SAFETY AND DISCIPLINE

Promote the safety and wellbeing of pupils.

Organise and maintain discipline with pupils (on the school premises and when taking part in other authorised activities off site).

MANAGE STAFF AND RESOURCES

Manage and oversee assistant members of staff which have been provided to them and other teachers where necessary.

Contribute to the recruitment, selection, appointment and professional development for other teachers and support staff.

Organise the resources deputised to them.

PROFESSIONAL DEVELOPMENT

Participate in arrangements to evaluate and revise their own performance, and when appropriate, the performance of other teachers and support staff.

Participate in arrangements for their own training and further professional development, and where appropriate, the training and professional development of other teachers and support staff, including induction activities.

COMMUNICATION

Communicate with pupils, parents and carers.

WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONAL

Work with colleagues and other relevant professionals within the school and beyond.

2. The responsibilities are included in **“Professional Standards for teaching and management”** (from September 2018) in line with the values and the general approach that follows:

Professional rights: the teacher has the professional right to be a member of a school which considers itself a teaching establishment. The teacher has the autonomy to contribute to the profession locally, and nationally and worldwide and has the right to start and support improvements in the school to benefit learners.

Role in the system : the teacher is committed to learners everywhere and plays an influential role when developing a coherent education culture in Wales.

Professional learner: The teacher is a professional learner and is committed to developing, co-operating and innovating throughout his/her career.

Literacy, numeracy and digital competency: The teacher reiterates constantly that literacy, numeracy and digital competency is of great importance. Learners will be provided with help to nurture skills in all learning areas and every opportunity is grasped to improve the learners' skills and competency.

Learners' rights: The needs and rights of learners will be central to, and the priority of every teacher's approach. The teacher will have high expectations and be fully committed to ensure that every learner succeeds.

Language and culture: The teacher will emphasise regularly that it is imperative to promote the language and culture of Wales.

Every teacher is expected to commit to 5 professional standards for teaching and leadership:

1. PEDAGOGY
2. COLLABORATION

3. PROFESSIONAL LEARNING
4. INNOVATION
5. LEADERSHIP

DESCRIPTOS FOR FORMAL LEADERSHIP ROLES

1. PEDAGOGY:

The teacher in a formal leadership role exercised accountability for the pedagogy of others by creating and sustaining the conditions to realise the four purposes for learners and achieve the best for them in terms of standards, wellbeing and progress.

Refining teaching - from vision to provision to impact

- **Promoting the pedagogic vision for 2025:** develops strategies, structures and systems to ensure that the school is working effectively towards the achievement of its vision;
- **Sustaining highly effective teaching:** ensure that learners experience highly effective teaching in all contexts; building enthusiasm in all staff for the fascination with learning and to encourage all to better themselves to the benefit of learners;
- **Ensure that strategy and infrastructure are fit for purpose:** ensure that the routines of school and the longer term management approaches reflect the on-going strategic vision. Any contradiction between day-by-day organisation and vision are addressed. The strategy is shared, challenged and communicated at all levels to align infrastructure arrangements with purpose and outcome.
- **Creating the effective and inclusive learning environment:** the learning environment is purposefully organised and enable the achievement of the four purposes for learning. Creates and sustains an ethos conducive to effective learning.
- **Advancing pedagogic approaches:** ensures that the ongoing curriculum development and ambition in Wales are underpinning and driving the agenda for the quality of teaching in the school. A range of pedagogic approaches from a range of sources is regularly considered with a view to potential effective implementation;
- **Listening to learners:** learner views are harnessed to provide insight into effectiveness of department, phase or school.

Advancing learning – policy into practice

- **Promoting Welsh language and culture:** leadership sets example to learners, colleagues and community with a positive commitment to enjoy learning the Welsh language; seeks out and uses every opportunity to value and promote Welsh culture and extend the use of the Welsh language in formal and informal situations;
- **Ensuring the four purposes for learners:** ensures the four purposes for learning are consistently addressed in planning and practice; and the four purposes are embedded, developed and extended across the school.
- **Exploiting subject disciplines in areas of learning:** enable the development of the four purposes for learning by supporting planning and emphasising the disciplines of different subjects in context to secure highly effective teaching; consistently encourages and promotes a deep understanding of a disciplined approach to Physics within the four purposes and across areas of learning.
- **Driving real life, authentic contexts:** supports colleagues in structuring authentic experiences within and across subject boundaries; expects and enables learners to initiate, drive and reflect upon authentic experience across the four purposes;

- **Using cross-curricular themes:** Supports colleagues in building links between subjects and areas of learning to develop coherent experiences for learners; plans for and ensures that, the use of cross-curricular themes is routinely employed. The range of themes exploits complex learning which is made explicit through effective reflection on learning.

Influencing learners – securing standards, well-being and progress

- **accepting accountability for outcomes and learner well-being:** promotes collaboration with all partners, especially with other schools, phases or departments and accepts professional responsibility for supporting and enabling the success of others.
- **ensuring and protecting learner entitlement:** The rights and needs of learners are paramount in all the school does, ensuring every learner benefits from an entitlement to the best possible experience of schooling in Wales, ensures that all learners, including those with additional learning needs, gain full access to opportunities and achieve.
- **Monitoring and evaluating impact:** Effective systems are used consistently to monitor and evaluate the impact of all learning experiences for learners' progress and to bring about sustained improvement, effective pedagogy is at the heart of the school and is the driving focus of leadership.
- **Reporting on effectiveness:** Reporting of learner progress and well-being is effectively managed with the full range of responsible and external agencies and partners. Recommendations arising from reports are effectively communicated, implemented and addressed, Reporting on learning effectiveness is highly sophisticated with refinement constantly sought in the quest for improved learning outcomes. Learners are engaged strongly in the process.

2. COLLABORATION: The teacher in a formal leadership role builds a climate of mutual support in which effective collaboration flourishes within and beyond the school to spread effective pedagogy.

- **Seeking advice and support:** Confident leadership represents all schools in positive collaboration or negotiation with interest groups to the benefit of learners across the education community, Leadership's own and school professional challenges are recognised, accepted, articulated and addressed through formal and structured collaboration.
- **Sustaining a collaborative culture:** Partner schools, departments and individuals within schools benefit mutually from an imaginative range of sustained high quality and flexible support to develop professional practice.
- **Working productively with external agencies:** Leadership actively promotes and facilitates purposeful and worthwhile collaboration with employers, business, government and other educational professionals, both in routine aspects of learning organisation and in innovative approaches, Opportunities are taken to enable and support colleagues in working with external agencies to the benefit of learners.
- **Engaging with the widest school community:** Effective and open relationships are built and sustained with parents, carers and the widest local community that actively and positively engage partners with learners' experience and progress. Leadership engages with the local community and business to enable impact and continuous improvement in all aspects of schooling.
- **Enabling continuous improvement:** Areas of concern are accurately identified, examined and diagnosed in own and others' practice. Support is sought and offered readily and leadership drives a plan to secure improved performance. Leadership actively promotes and facilitates collaborative opportunities for all staff, both in routine aspects of learning organisation and through innovative approaches, including embracing new technologies.

3. PROFESSIONAL LEARNING: The teacher in a formal leadership role stimulates and appetite for professional learning that is valued, has impact upon pedagogy and supports professional growth across a learning community within and beyond the school.

- **Wider reading and research outlooks:** Leadership is a reservoir of knowledge and understanding about pedagogic reading and research and able to make connections for the teaching community linked to their working context, Leadership maintains and develops a constructive and relevant attitude to study in colleagues.
- **Professional networks and communities:** Contribution to conferences, journals and research is carried out in partnership with others
- **Supporting growth and system-wide leadership:** There is demonstrable commitment to engagement beyond the school and the school both benefits from and contributes to opportunities available, including the Leadership Academy, strives to build understanding, improved practice and better outcomes in other subjects, phases or learning environments.
- **Supporting growth in others:** Leadership acts as a role model. Professional learning is connected and facilitated on an international scale to enable digital competence and the adoption of new technologies. Every effort is made to embrace the learning of the Welsh language as an example to others; enables all staff to become the best they can be, recognising and realising potential in all learning contexts
- **Continuing professional learning for all staff:** Leadership ensures the sustained and focused professional learning of all staff, including self, carefully framing professional growth within the context of the four purposes and a commitment to create development opportunities for colleagues within and beyond the school.

4. INNOVATION: The teacher in a formal leadership role ensures a positive climate for innovation that is coherent and manageable and outcomes are evaluated, disseminated and applied.

- **towards 2025:** directs attention to the long-term vision for Wales and co-ordinates innovation to ensure the school embraces and benefits from controlled approaches to innovation.
- **Developing new techniques:** An organisational long-term programme of evidence-based, structured innovation is in place to meet challenges, manage change and take learning forward effectively to improve outcomes.
- **Seeking and extending best practice:** ensures that the expertise and experience are continually developed and shared within and across the school and beyond.
- **Evaluating the impact of changes in practice:** Evidence deriving from innovative practice is collected and shared with others, both within and beyond the school community, to contribute to growing understandings and other related developments elsewhere.

5. LEADERSHIP: The teacher in a formal leadership role works intelligently to bring coherence, clarity and a shared commitment to realising the vision for pedagogy, learners, colleagues and the wider community.

- **Promoting teaching and learning:** promotes teaching in Wales as a professional commitment of stature, integrity and respect; Optimism prevails and is reinforced with the resolve to ensure the achievement of the four purposes is a reality for all schools.

- **Exercising corporate responsibility in all colleagues:** Agreed policies, whether school, local or national, are checked for compliance in practice and any shortcomings are addressed and appropriate action taken. Where specific support is offered, further checks are implemented.
- **Empowering others:** takes account of the experience of other colleagues, the challenges they face and encourages them to flourish. The approach to leadership generates an image in teachers and others of what it feels like to work in a well-led school. Aspects of leadership are made explicit to inspire future leaders.
- **Delegation and engagement:** effectively delegates responsibility and employs appropriate skills in managing people to achieve effectiveness
- **Supporting other settings:** seeks to offer its strengths to support other departments and schools as a role model and exemplar. Where appropriate, collaborative teaching or support provides tangible guidance.

OVERALL RESPONSIBILITY

To comply with the local authority's Corporate Safeguarding Policy and the duties and responsibilities of safeguarding that policy imposes on all employees aligning with the Authority's core values which includes supporting children, adults who may be at risk and their families in order to keep them safe and healthy.

This job description should not be interpreted as a complete description of the post. The post will be reviewed and amended annually and can be modified or amended at any time in the light of any employment laws and after consultation with the post holder.

Duties may be varied to meet changes in school requirements at the discretion of the Headteacher.

Date this Job Description was prepared:

April 2018

Signed:[Post Holder] **[Date]**

Signed:[Headteacher] **[Date]**

Bilingual Requirements (Welsh and English):

ESSENTIAL

Welsh Language Skills (please see the attached skills framework)						
Speaking and Listening (Tick one)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 ✓
Reading (Tick one)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 ✓
Speaking (Tick one)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 ✓
Writing (Tick one)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 ✓

English Language Skills (please see the attached skills framework)						
Speaking and Listening (Tick one)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 ✓
Reading (Tick one)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 ✓
Speaking (Tick one)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 ✓
Writing (Tick one)	Level 0 <input type="checkbox"/>	Level 1 <input type="checkbox"/>	Level 2 <input type="checkbox"/>	Level 3 <input type="checkbox"/>	Level 4 <input type="checkbox"/>	Level 5 ✓

Work Conditions and Arrangements

Working week: Full Time (Please see School Teachers' Terms and Conditions Document)

Location: Ysgol Uwchradd Bodedern

Flexibility: Your attention is drawn to the fact that in some cases particular duties and responsibilities are difficult to define and may vary from time to time without changing the general character of the duties and level of responsibilities entailed. In addition, it is a requirement of all employees that they accept elements of flexibility in duties and responsibilities and when necessary interchange within the organisation which will

meet the changing needs and demands of the service. Such a requirement will enable the particular expertise of the postholder to be developed and maximised to the mutual benefit of both employer and employee.

Review:

This job description was first published in March 2010 and was revised in March 2018. It is reviewed when necessary.

Safe Recruitment:

After 1st April 2017 every member of staff at Ysgol Uwchradd Bodedern are expected to register with the online Disclosure Barring Service prior to their employment. Also, a status check will need to be completed, and the status check must meet the standards expected by the Authority prior to confirmation of employment.

Normal Work location: Ysgol Uwchradd Bodedern

- x Normally at school
- At school but with some site /home meetings visits
- Role involves substantial travelling with occasional visits to identified work base.

Business Travel

- No business travel.
- x Some business travel. Postholder may be called upon to provide own vehicle.
- Some business travel. Council vehicle may be provided to postholder.
- Postholder employed as driver / required to operate specialist machinery.

Exposure to disagreeable working conditions

Environmental

- x Minimal/ normal school environment
- Some
- Significant

Aggressive/Difficult clients

- x Minimal
- Some
- Significant

Other conditions:

DBS check required

Enhanced

Standard

Not applicable

Work Flexibilities/Restrictions

Politically Restrictred Post

Yes

No

Home / Mobile phone provided

Yes

No – only for school related external visits

Protective clothing provided:

Yes

No

Person Specification

The Specification notes the skills, information and experience considered essential to effectively fulfil the role's requirements. They are used when drawing a short list and for the interview process for this role.

Job Title: Teacher of English

Date: September 2020

Section 1: Education and Training

The minimum education, qualifications and/or training required for effective performance.

Essential:

- Professional Teaching Qualification e.g. PGCE
- Degree level qualification in a relevant field that can be taught.
- Relevant evidence of in-service training.
- Has a good and suitable qualification to teach a number of different subjects in the Secondary sector.

Desirable

- Primary teaching certificate
- Evidence of continuous professional development.

Section 2: Experience

Experience and range of the roles, tasks and responsibilities that are noted in the job description and associated activities.

Essential:

- Excellent writing and presentation skills.
- Experience of working with pupils of all abilities.
- Works effectively as part of a team
- Enthusiastic and creative, and can stimulate and maintain pupils' interest
- Ability to teach subjects across the curriculum in KS3 and to GCSE and A Level where there is a clear subject specialism.

Desirable:

- Experience of teaching in a Secondary school.
- Experience of teaching a variety of subjects, e.g. in Primary sector
- Experience of working with other teachers to increase pupils' achievement standards

Section 3: Other Attributes

Relevant in-post skills, and information for completing the role effectively.

Essential:

- Excellent teacher who can inspire and encourage pupils to fulfill their potential.
- Understands that pupils learn in different ways and is willing to adapt their teaching to their needs.
- Strong IT skills and can use IT to improve the teaching and learning.
- Organised administrator who can plan and complete tasks; assesses work regularly and keeps organised minutes; can write details and relevant reports.
- Works independently, but also willing to contribute and work together with departments and staff at the school.
- Is willing to respond to local and national developments in the new curriculum.
- Is willing to conduct extra-curricular activities and educational visits to enrich the pupils' experiences.

Desirable:

- Relevant information regarding the new curriculum developments and the content of the learning fields and experience.

Section 4: Personal Attributes

Personal values and characteristics which should be demonstrated

Essential:

- Effective verbal and written communication skills in both Welsh and English.
- Willingness to partake in all aspects of department activities.
- Desire to develop professionally.
- Fully committed to safeguard and promote the school's Welsh ethos.
- Willing to receive change and new ideas.
- Displays professionalism, personal honesty and faithfulness
- Fully committed to the pupils, to their learning, their wellbeing and their safety.
- Believes in putting the pupil first – their standard, wellbeing and safety.
- Clearly committed to inclusion and equal opportunity.
- Treats people fairly with dignity and respect in order to maintain a positive school culture.
- Acknowledges individual and teams and celebrates their successes.

Desirable:

- Willingness to contribute to cross curricular school activities.