

## JOB DESCRIPTION

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**School:** The London Nautical School

#### SECTION A:

|               |                                   |
|---------------|-----------------------------------|
| Job Title:    | Teacher of English KS3-KS5        |
| Grade:        | Teachers Pay Scale (Inner London) |
| Reporting to: | Head of Department                |
| Term          | Permanent / Full Time             |

**SECTION B:** Responsible for:  
Staff Supervised

None

#### SECTION C: PURPOSE OF POST

To actively contribute to the continuation and development of LNS as a thriving and successful school, where all individuals are qualified and equipped for life, through the implementation of the school's and departmental curriculum intent and pastoral approaches.

#### SECTION D: Main duties and Responsibilities/Functional Links

##### Core Requirements of the Post

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics, and in particular will:

- Inspire trust and confidence in students and colleagues;
- Demonstrate excellent subject knowledge and be able to place your subject in the broader school curriculum;
- Build team commitment with colleagues and in the classroom engage and motivate students;
- Demonstrate analytical thinking Improve the quality of students learning contribute to the school improvement / development planning and promote the learning priorities of the school IDP;
- Contribute to the development and / or implementation of school policies;
- Use the performance management process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities;
- Promote the wider aspirations and values of the school.

##### Areas of Responsibility and Key Tasks

##### Planning, Teaching and Class Management

Teach allocated students by planning their teaching to achieve progression of learning through:

- Understanding and applying effective classroom management
- Understanding and applying a range of teaching strategies, including effective use of:

- formative and summative assessment
- use of pupil progress and attainment data
- effective marking
- Positively targeting and supporting individual learning needs
- Maintaining high levels of behaviour and discipline
- Effectively using homework and other extra-curricular learning opportunities
- Demonstrating appropriate consistent progress
  - for the majority of students
  - across all teaching areas
  - across all spectrums of background, ability and behaviour
  - that compares favourably with students in similar settings
- Effectively managing other adults in the classroom.

### **Monitoring, Assessment, Recording, Reporting**

- Use performance data to evaluate student's progress and set appropriate targets for improvement;
- Use assessment performance data to inform planning and teaching;
- Report on progress to all stakeholders.

### **Pastoral Duties (where appropriate)**

- Be a form tutor to an assigned group of students;
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- Liaise with the Pastoral Leader to ensure the implementation of the school's pastoral system;
- Register students, accompany them to assemblies, encourage their full;
- Mark / monitor attendance at all lessons and monitor your tutor groups participation in other aspects of school life;
- Contribute to the preparation of Action Plans and progress files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to the school's PSHE programme

### **Other Professional Requirements**

- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;

- Delivery the curriculum in line with the expectations of your Department and in support of the school development plan;
- Maintain an up to date knowledge of good practice in teaching techniques;
- Know subject(s) or specialism(s) to enable effective teaching;
- Take account of wider curriculum developments;
- Incorporate national strategies in all teaching;
- Communicate learning objectives;
- Undertake professional development to enhance teaching and students learning and apply outcomes and identify impact
- Share outcomes with colleagues
- Take responsibility for your professional learning.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The post holder is expected to be familiar with and to follow the school internal policies and procedures.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

This job description may be amended at any time following discussion between the Headteacher and member of staff, to be reviewed annually.

### **General**

To carry out, as and when required, any additional tasks and responsibilities as are reasonably compatible with this job description and its objectives.

To complete a minimum of one break duty per week.

### **Data Protection**

It is essential when working with computerised systems that you are completely aware of their responsibilities at all times under the General Data protection Act 2016 for the security, accuracy, and significance of personal data held on such systems.

### **Equal Opportunities**

To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

## Health and Safety

1. Employees are required to work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties they come into contact, such as members of the public, in premises or sites controlled by the school.
2. In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

## Safeguarding

To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.

## Training

To complete subject specific, professional and general school training and be responsible for keeping this training up to date

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| <b>SECTION E:</b> Signatures – Job Description discussed and agreed |
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Signature of Post Holder: .....Date: .....

Signature of Supervisor: .....Date: .....  
(Line Manager)

## Person Specification: Teacher

| <b>Attributes &amp; Qualities</b>   | <b>Essential</b> | <b>Desirable</b> |
|---|------------------|------------------|
| <b>Qualifications</b>   |                  |                  |
| Qualified Teacher Status  | ✓                |                  |
| Degree or equivalent in Subject   |                  | ✓                |
| <b>Teaching and Experience</b>  |                  |                  |
| Bio/Chem specialist at Key Stage 3 to Key Stage 5.  |                  | ✓                |
| Experience of teaching and passion for your subject   | ✓                |                  |
| Are, or have the potential to be, an outstanding teacher who models high quality teaching and learning                        | ✓                |                  |
| Able to inspire, challenge and motivate both students and teachers  | ✓                |                  |
| Have an achievement focus and believe in students fulfilling and exceeding potential  | ✓                |                  |
| Set and achieve ambitious, challenging goals and targets  | ✓                |                  |
| Knowledge of relevant current and forthcoming educational issues  |                  | ✓                |
| <b>Relationships</b>  |                  |                  |
| Enjoy working with young people   | ✓                |                  |
| Excellent inter-personal and communication skills enabling you to support student needs                                       | ✓                |                  |
| A team player who can work with others within and beyond the school including parents and external providers                  | ✓                |                  |
| Have positive and mutually supportive working relationships with all colleagues   | ✓                |                  |
| A sense of humour and an ability to retain a sense of proportion when working with young people                               | ✓                |                  |
| <b>Skills</b>   |                  |                  |
| Strong interpersonal skills both written and oral   | ✓                |                  |
| Self-motivated and resilient  | ✓                |                  |
| Able to work under pressure and meet deadlines  | ✓                |                  |
| Able to present effectively to large groups of students and parents   |                  | ✓                |
| Think creatively to anticipate and solve problems   | ✓                |                  |
| Use ICT and appropriate new technologies to achieve excellence  |                  | ✓                |
| <b>Attitudes</b>  | <b>Essential</b> | <b>Desirable</b> |
| Belief in the responsibility of school to include students with a diverse range of educational needs                          | ✓                |                  |
| Committed to continuing personal professional development   | ✓                |                  |
| Recognise and take account of the richness and diversity of the school's communities and actively promote equal opportunities | ✓                |                  |
| Contribute to the life of the school and range of opportunities for our students  | ✓                |                  |
| Can represent the school in a style commensurate with its ethos and expectations  | ✓                |                  |
| Ambitious and seeking an opportunity for further leadership development   | ✓                |                  |
| Good attendance record  | ✓                |                  |