



# Classroom Teacher

Application Pack

# Head Teachers Welcome

Dear Applicant,

Thank you for your interest in this post. I hope that you will find our information useful and that you will decide to apply for the post. Hodge Hill College is a dynamic and innovative place to work. It has undergone massive improvements in the last six years during which time our exam results have increased significantly year-on-year and our campus has been transformed. We are a happy, confident school with a track record of innovation. In October 2021, OFSTED endorsed our view that we are a good school. We believe that our potential is far greater and continue to strive to reach this goal.

GCSE results have increased significantly, with a strong performance in all curriculum areas leading to high A8 and P8 scores. If your application were to be successful, you would be joining a creative, professional environment and a team with a strong sense of purpose and commitment to ensure all our pupils achieve. As a new colleague, you can look forward to a strong support network to help you progress in your career.

We want to recruit dedicated, dynamic, committed people, who will help us further improve outcomes for all our pupils. So, if this brief snapshot of the school appeals, and if you think you have what it takes to work with us, we look forward to receiving your completed application form.

If you have not received an invitation to interview within two weeks of the advertised closing date, please assume that an appointment has been made.

Yours faithfully,

Hannah Herrmann

**Headteacher**

# Work with Us

When you come and work at Hodge Hill College you will get better at what you do. We are a Big Team with one focus; excellence in everything we do.

## Teaching and Learning

- No need to write lesson plans of any kind
- All planning is shared across subjects
- Time is given over in the timetable for lesson preparation in subject teams every week
- A maximum of 20 out of 25 periods of teaching every week
- We want lessons to be excellent; there are no lesson gradings just a culture of typicality
- Well-resourced faculties with digital technologies in every classroom and access to ICT
- Culture of sharing best practice at all levels in school and dedicated time given to every week

## Assessment and Feedback

- Minimal data entries – we collect whole school effort and attainment data three times a year, that's it!
- No written reporting to parents
- Marking is to enable pupils to progress, not for anyone else. Marking points are planned for, and the information gained is talked about in teams to inform future planning.
- Our Raising Attainment Plans are at the heart of what we do and are live, handwritten documents
- Teacher's don't deal with parental emails; we have a large pastoral team which means teachers focus on teaching

## Professional Learning

- Professional learning is what we do and everyone has something to learn from somebody else
- Everyone is a reflective practitioner who strives to do better
- Professional learning is driven by staff needs and feedback
- Professional learning sessions run after school and finish at 4pm
- We don't just plan lessons, we prepare for them to hone our craft and timetabled time is given in the week to work in subject teams
- Tailored programme focused on teaching and learning for early career stage teachers
- Opportunities for career progression, we aim to develop leadership at all levels
- A culture of no initiatives; we do what we do well and we keep what works and stop things that have no impact

## Behaviour

- All staff have high expectations of pupil behaviour and all staff reinforce these
- A visible Senior Leadership Team who do lunch and break duties
- A visible non-teaching pastoral team who lead their year groups
- A clear system of sanctions consistently applied
- A supportive environment; teams are there for each other and behaviour is everyone's responsibility
- Team Hodge Hill
- Open door policy, we're all here for each other
- Approachable Senior Leadership Team, no problem is too small
- Huge variety of enrichment opportunities to get involved in; Duke of Edinburgh, outward bound expeditions, World Book Day, Christmas pantomime
- We don't do things for the sake of it, everything must impact pupil progress
- No expectation of emails outside of working hours
- Work around what works for you, no expectation for staff to come in early or stay late

We do what we do well, and we make a difference for our pupils.

# Classroom Teacher (MS/UPS) Job Description

## Safeguarding Statement

Hodge Hill College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be requested to apply for Enhanced Disclosure from the Disclosure and Barring Service, although a criminal record will not necessarily be a bar to obtaining the position.

<b>Post Title:</b>	<b>Classroom Teacher (Main Pay Range)</b>
<b>Responsible to:</b>	Faculty/Subject Leader (as teacher)/ Achievement Coordinator (as form tutor)
<b>Responsible for:</b>	The provision of a full and rich learning experience and support for students
<b>Working Time:</b>	195 days / 1265 hours per year (Full time, or Part-time equivalent)

### 1. Job Purpose

- To fulfil the Professional Standards for Teacher (Core), in the context of being a teacher of (subject area) as part of a Subject/Faculty team and as a Form Tutor as part of a Year team.
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher and as a Form Tutor including the personal development dimension
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student progress and attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

### 2. Principal Responsibilities

**To meet all requirements as appropriate of the Teachers' standards: \***

<https://www.gov.uk/government/publications/teachers-standards> (\*Appendix 1)

### 3. Teaching and Learning

- To teach students according to their educational needs, including the setting and marking of differentiated work to be carried out by the student in school and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching
- To ensure a high quality learning experience for students which meets internal and external quality standards
- To prepare and update subject materials
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and independent study
- To undertake assessment of students, underpinned by the principles and practice of AfL and as requested by external examination bodies, faculty and school procedures
- To mark, grade and give written/verbal and diagnostic feedback as required.



#### 4. Operational / Strategic planning & Quality Assurance

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area and faculty
- To contribute to the process of the ordering and allocation of equipment and materials
- To assist the Faculty Leader to identify resource needs and to contribute to the efficient/effective use of physical resources
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, department and the students
- To contribute to the Curriculum Area/Department's development plan and implementation.
- To plan and prepare courses and lessons
- To contribute to educational enhancement activities
- To contribute to the whole school's planning activities
- To help to implement school quality procedures and to adhere to those
- To contribute to the process of monitoring and evaluation of the faculty/subject area in line with school procedures
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

#### 5. Curriculum Provision and Development:

- To assist the Faculty Leader to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives
- To assist in the process of curriculum development and change to ensure continued relevance to the needs of students, examining//awarding bodies and our Aims and Strategic Objectives.

#### 6. Staff Development, Recruitment & Wellbeing:

- To take part in the school's CPD programme
- To continue personal development including subject knowledge and teaching methods
- To engage actively in the Performance Management Review process
- To ensure the effective/efficient deployment of classroom support
- To work as a member of a designated team and to contribute positively to effective working relations within the school

#### 7. Communications:

- To communicate effectively with the parents of students as appropriate
- Where appropriate, to communicate and co-operate with bodies outside the school
- To follow agreed policies for communications in the school
- To take part in marketing and liaison activities such as Open Evenings Parents Evenings, liaison events.
- To contribute to the development of effective subject links with external agencies.

#### 8. Care Guidance and Support:

- To be a Form Tutor to an assigned group of students and to contribute to Tutor time and other tutor based curriculum activities
- To promote the general progress and well-being of individual students and of the Tutor Group
- To liaise with the Achievement Coordinator to ensure implementation of the Pastoral System
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- To evaluate and monitor the progress of students and keep up-to-date student records
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved
- To communicate with the parents of students and with bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff
- To apply the Behaviour for Learning systems so that effective learning can take place

## 9. General Duties:

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
- To promote actively and to comply with the school's policies in the Staff handbook, including Health and safety policy and undertake risk assessments as appropriate
- You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document currently in operation.

## 10. Fulfil wider professional responsibilities:

- Make a positive and substantial contribution to the wider life and ethos of the school; which is of real importance, validity and value to the school and is properly rooted in evidence.
- Make a wider contribution to the raising of pupil standards and/or enrichment.

## 11. Upper Pay Range Accountabilities

- Demonstrate the capacity to perform to a standard which is at least good and is effective enough to provide mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the teaching and learning at the school in order to help them meet the relevant standards and develop their teaching practice.
- Contribute significantly, where appropriate, to implementing workplace policies and practice and promote collective responsibility for their implementation.
- Have an extensive knowledge, understanding and practical application 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.
- Have an extensive knowledge, a well-informed understanding and practical application of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- Have an up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of your subjects/ curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- Have sufficient depth of knowledge and experience to be able to give advice and support to colleagues on the development and well-being of children and young people.
- Be 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

## 12. Additional Accountabilities for the Maximum of the Upper Pay Range

- In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:
- Consistently fulfil the requirement to perform to a standard which is at least good and is effective enough to provide mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice and how to make a wider contribution to the teaching and learning at the school in order to help them meet the relevant standards and develop their teaching practice.
- Play a critical role in the life of the school.
- Provide a role model for teaching and learning and support the teaching and learning of others.
- Make a distinctive contribution to the raising of pupil standards and/or enrichment.
- Contribute effectively to the work of the wider team.
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

This job description and related documents provide the standards and framework for Performance Management Objectives for an Upper Pay Range teacher which will be set under the school's Performance Management Policy before, or as soon as practicable after, the start of each performance management period.

The objectives set will be Specific, Measurable, Achievable, Realistic and Time-bound and will be appropriate to the teacher's role and level of experience.

The appraiser and appraisee will seek to agree the objectives but, if that is not possible, the appraiser will determine the objectives. Objectives may be revised if circumstances change.

The objectives set for each teacher will, if achieved, contribute to the school's for improving the school's educational provision and performance and improving the educational opportunities of pupils at Hodge Hill College

#### NOTES

- 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.

#### UPPER PAY RANGE TEACHER JOB DESCRIPTION

Paragraphs 1 to 9 are a Main Pay Range Teachers Responsibilities as set out in Part 6 Contractual Framework for Teachers of the School Teachers Pay and Conditions Document 2013, and as may be amended by subsequent Documents. Main Pay Range teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Headteacher:

In addition to the duties and responsibilities of a Main Pay Range Teacher you are, as an Upper Pay range teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the school are substantial and sustained and to ensure that you discharge the accountabilities under paragraph 10 & 11 and, if you are paid at the maximum of the Upper Pay Range, accountabilities under paragraph 12.

## **\*APPENDIX 1: Teachers' standards**

### **Preamble**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### **Part one: Teaching**

#### **A teacher must:**

- 1. Set high expectations which inspire, motivate and challenge pupils**
  - 1.1. establish a safe and stimulating environment for pupils, rooted in mutual respect
  - 1.2. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - 1.3. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
  
- 2. Promote good progress and outcomes by pupils**
  - 2.1. be accountable for pupils' attainment, progress and outcomes
  - 2.2. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
  - 2.3. guide pupils to reflect on the progress they have made and their emerging needs
  - 2.4. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - 2.5. encourage pupils to take a responsible and conscientious attitude to their own work and study.
  
- 3. Demonstrate good subject and curriculum knowledge**
  - 3.1. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
  - 3.2. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
  - 3.3. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
  - 3.4. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
  - 3.5. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
  
- 4. Plan and teach well-structured lessons**
  - 4.1. impart knowledge and develop understanding through effective use of lesson time
  - 4.2. promote a love of learning and children's intellectual curiosity
  - 4.3. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
  - 4.4. reflect systematically on the effectiveness of lessons and approaches to teaching
  - 4.5. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
  
- 5. Adapt teaching to respond to the strengths and needs of all pupils**
  - 5.1. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
  - 5.2. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
  - 5.3. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
  - 5.4. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.



## **6. Make accurate and productive use of assessment**

- 6.1. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- 6.2. make use of formative and summative assessment to secure pupils' progress
- 6.3. use relevant data to monitor progress, set targets, and plan subsequent lessons
- 6.4. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

## **7. Manage behaviour effectively to ensure a good and safe learning environment**

- 7.1 have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- 7.2 have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 7.3 manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- 7.4 maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

## **8. Fulfil wider professional responsibilities**

- 8.1 make a positive contribution to the wider life and ethos of the school
- 8.2 develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 8.3 deploy support staff effectively
- 8.4 take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- 8.5 communicate effectively with parents with regard to pupils' achievements and well-being.

### **Part two: Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

*DfE: with effect from 1st September 2012*