



## JOB DESCRIPTION

ROLE PROFILE:	House Championship, tutor programme and attributes lead
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### ORGANISATIONAL ARRANGEMENTS:

**Job holder:**

**Reports to:** Student Leadership, Charity and Community Lead Practitioner

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- PART 1** You are required to carry out the duties of a schoolteacher as set out in the relevant paragraphs of the current School teachers' Pay and Conditions document.
- PART 2** The post requires you to teach students in the age range 11-16.
- PART 3** You are required to carry out such particular duties which form part of the relevant sub-paragraphs and paragraphs of the School teachers' Pay and Conditions document as the Headteacher may reasonably direct from time to time.

*In addition you are required to undertake the following responsibilities within the framework of School Policy, LA and National regulations.*

**To exercise the authority delegated from the Headteacher to ensure that all aspects of the Job Description are effectively delivered within the terms of the School teachers' Pay and Conditions document and to be accountable for each aspect to the appropriate colleagues as detailed below.**

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#### a) **Teacher standards and expectations:**

##### **Part one: teaching**

##### **1. Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students

##### **2. Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

### **3. Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 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

### **4. Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum

### **5. Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, 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**

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

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

- 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
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

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

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

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

1) Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students 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 students' 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 students' vulnerability or might lead them to break the law.

2) Have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in your own attendance and punctuality.

3) Have an understanding of, and always act within, the statutory frameworks which set out your professional duties and responsibilities.

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## **b) Position held:- House Championship, tutor programme and attributes lead**

### **Expected - Tasks, expectations & accountabilities for the role at Wildern**

#### **LEADERSHIP**

- Provide effective leadership of the House Championship, Tutor Programme and Attribute Awards for colleagues across the school.
- Uphold and support the vision of the school as reflected in the Whole school SIP.
- Remain well informed about national trends in order that the strategic direction of the House Championship, Tutor Programme and Attribute Awards area matches the needs of all learners and the vision for the school.
- Ensure effective communication is established and maintained with colleagues, students, parents, Governors and other external providers regarding the House Championship, Tutor Programme and Attribute Awards.
- Working with your line manager, establish short-, medium- and long-term plans for the development and resourcing of the House Championship, Tutor Programme and Attribute Awards.
- Meeting regularly with the student House Captains and directing them to support key House events.

#### **MANAGEMENT**

- Analyse and evaluate internal E-REF data to raise awareness of the achievement of each House.
- Monitor each tutor group's contribution to the Attribute Awards. Working closely with tutors to ensure consistency across each year group.
- Ensure that students are made aware of all House events via calendared focused weeks/ assemblies, school screens and the Student Wildern Weekly.
- Promote House Events across the school.
- Promote the Attribute Awards across the school.
- Ensure effective communication with all students and staff across all Houses and year groups.
- Attend regular link meetings with your line manager and discuss analysis of the House Championship, Tutor Programme and Attribute Awards.
- Work alongside the Education for Life team to ensure the tutor programme aligns with Education for Life and is organised appropriately.
- To undertake the appraisal of colleagues if required.

#### **MONITORING and EVALUATING**

- Monitor and evaluate the quality of House events taking place across the school alongside the student House Captains.

- Provide feedback to the Houses in assessing students' outcomes and performance by analysing and monitoring individual students, tutor group and overall House performance.
- Monitor the engagement of students with the Attribute Awards and work with individual tutors where engagement is not consistent with the rest of the school.
- Monitor the Tutor programme and develop sessions alongside the Education for Life team.

### **PROFESSIONAL EXPECTATION & DEVELOPMENT**

- Keep up to date with new pedagogy/new technologies/curriculum initiatives and their use to enhance the House Championship, Tutor Programme and Attribute Awards.
- Contribute to the appropriate section of the SIP, meeting agreed timescales and success criteria.
- Manage learning resources within the classroom including issue and return.
- Represent the House Championship, Tutor Programme and Attribute Awards, as advised, on the appropriate working groups and/or Area Consortium groups.
- Be responsible for all aspects of your classroom, its contents, surrounding areas, including Health and Safety and reporting defects.

**For key specific tasks see appendix.**

- NOTE 1** The days are to be specified by the Headteacher under paragraph 51.17 - 51.19 of the School teachers' Pay and Conditions document and the hours allocated by the Headteacher under paragraph 51.20 - 51.27 of the School teachers' Pay and Conditions document shall be the subject of a separate statement issued by the Headteacher.
- NOTE 2** The job description may be reviewed at the end of the Academic Year or earlier if necessary. In addition it may be amended at any time after consultation with you.
- NOTE 3** The school timetabled day is between the times of 8.00 am and 5.00pm. Teachers will be required to fulfil their 1265 hours within the range of the school day that may vary on an annual basis.
- NOTE 4** Additional non contact periods above the schools normal allocation may be used for cover periods in excess of 38 hours.

### **APPENDIX:**

**Below are some of the key tasks for this role.**

**This is not an exhaustive list.**

#### **House**

- Write and organise termly assemblies for each House and share with each Head of House in a timely manner.
- Support the year 6 induction day and the year 7 transition week with House competitions.
- Organising promotion of the Houses on Open Evening, including all the student House Captains wearing the House strawberries.
- Introducing new whole school and whole year group House Competitions.
- Promoting the House Championships with middle leaders and getting their areas more involved in competitions.

#### **Attribute Awards**

- Raising the profile of the attributes with staff, students and parents.

- Promoting the Attribute Awards with Year 7 and rolling this through until all 5 year groups are engaged in these.
- Working with Year 8 and Year 9 DoPAs to discuss how this can be achieved by students in their year groups.
- Writing tutor sessions to give opportunities to students to update their progress on their Attribute pledges and give tutors the opportunity to sign these off.
- Go into assemblies to hand out Attribute badges and certificates.

### **Tutor Programme**

- Organising the Daily Display and Student Wildern Weekly and sharing this with all staff in advance.
- Updating the Student Wildern Weekly with staff and school messages.
- Supporting the school with changes to tutor sessions when an incident requires a message the following day.
- Sending site team updated assembly plans when changes occur.
- Sending DoPAs/SLT assembly and tutor session reminders

Date Prepared:

Prepared By: Harriet Jones - Deputy Headteacher

Date Reviewed:

Reviewed By: