



# JOB PROFILE

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<b>Post Title:</b>	Teacher (Secondary)
<b>Portfolio:</b>	Education, Skills and Employment
<b>Responsible to:</b>	Subject Leader/Advisory Teacher/Headteacher
<b>Responsible for:</b>	None
<b>Grade:</b>	T1 – T5

## Job Purpose

To improve the lives of all within our community and help the island thrive by providing a high quality teaching and learning environment where students can thrive and contributing to securing improved standards of learning and achievement, where the development of the whole person is paramount.

## Main Duties and Responsibilities

1. Key to the success in improving standards of learning and achievement is effective teaching. The teacher will:
  - Plan, prepare and deliver Programmes of Study in the specified subject(s) to designated class(es).
  - Plan, prepare and deliver differentiated lessons to cater for the abilities of all students.
  - Promote the learning of all students through formative assessment tools such as target setting and quality feedback.
  - Monitor and evaluate students' progress, including thorough assessments, marking of students work, record keeping and written reports and work within these requirements.
  - Plan, prepare and teach extra-curricular lessons.
  - Participate with the relevant personnel to develop appropriate syllabi, schemes of work and materials for use with students
2. Health, safety, welfare and pastoral care are integral to proving a safe, calm and well-ordered environment for all students. The teacher will:
  - Effectively promote the discipline and welfare of all students both in class and around the school which includes monitoring and follow up on behaviour of students in accordance with the Whole School Behaviour Policy and recording details of such on SIMs. This includes supervision of lunchtime and after school detentions and contacting parents as and when required.



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- - Manage pupil behaviour through the use of positive behaviour management strategies
  - Follow school procedures in relation to health and safety and pastoral care
3. In relation to physical and financial assets, the teacher will:
- Assume responsibility for teaching and learning resources within their class or subject area including a laptop valued at approximately £800
  - Monitor the condition of their classroom/work area and report any concerns to the relevant officer
4. To encourage and engage in collaboration with others in order to bring positive benefits to the school the teacher will:
- Participate in meetings with colleagues, students, parents and other key stakeholders or professionals in relation to the duties of this role
  - Be proactive in the life of the school through participation in school events, parents' evenings and the Parent Teachers Association etc.
5. In addition to the aforementioned responsibilities, the teacher will:
- Comply with all SHG, Portfolio and school policies and procedures.
  - Maintain a professional manner both within the school and the wider community
  - Be committed to Continuous Professional Development through attending relevant training sessions and proactive self-development
  - Cover classes of students when there is an emergency staff shortage within the school
  - Maintain the standards for Teachers as specified in the St. Helena Education Department's Scheme of Service and Competency Framework for Teachers and Educators.

## Special Conditions

- The nature of the job requires out of hours work or working in the school holidays.
- Dealing with awkward, challenging and aggressive students, parents/guardians.



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This job profile is not an exhaustive list of duties and responsibilities. There may be other ad hoc duties that fall within the remit of the role that the job holder may need to complete. In addition, the job holder will be required to carry out any other reasonable duties as requested which are commensurate with the grading and level of responsibility for the role.

## Core Competency Framework

Competency	Level
<b>Professional Development:</b> Required Professional Competency standards met	ii
<b>Planning &amp; Delivery of Work:</b> Manages own work activities so that work is delivered in an efficient and productive way. Ensures quality or service standards required are maintained. Ask questions to clarify expectations when necessary. Keeps relevant parties informed on the progress of a plan or programme	ii
<b>Analysis and use of Information:</b> Is able to identify when information received is relevant to and should be used in completing an activity. Follows guidelines for identifying problems. Gathers and summarises data when required.	ii
<b>Decision Making:</b> Gathers information from appropriate sources to make routine decisions. Solves problems that have implications for others in own team	ii
<b>Working with Others:</b> Offers support to colleagues without being asked. Asks for support from colleagues when necessary. Builds good relationships with a range of people. Engages effectively with others in order to understand their requirements and develop appropriate solutions/improvements. Raises difficult issues with others in order to resolve them.	ii



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<b>Communication:</b> Ensures important messages are understood. Ensures written communications are well structured and have clear meaning. Presents information so that it has a positive impact on the recipient. Engages well with others to understand their needs and aspirations.	iii
<b>Influencing and Persuading:</b> Is receptive to constructive feedback. Expresses a difference of opinion in an appropriately controlled and constructive manner. Supports team members working on the same or related work activities. Seeks clarification to ensure requests are understood	ii
<b>Dealing with Change:</b> Sees change as an opportunity. Supports colleagues in understanding change Participates readily in change initiatives Assists others to accommodate change. Focuses on benefits to self and/or others.	ii
<b>Continuous Improvement:</b> Makes business and efficiency improvements through use of appropriate systems and tools. Able to coach and develop individuals Shares knowledge and experience with others Manages own development and performance Learns lessons from both successes and failures	ii
<b>Managing Resources:</b> n/a	

## PERSON SPECIFICATION

Criteria	Essential / Desirable	Application Form	Selection Process
<b>Qualifications:</b>			
Local or UK Qualified Teacher Status	E	✓	
Degree in relevant subject area or other recognised equivalent qualification	D	✓	
<b>Knowledge &amp; Experience:</b>			
At least 3 years recent and relevant teaching experience in a secondary school	E	✓	
A minimum of 1 years' experience in the UK National Curriculum 2014	E	✓	
<b>Skills and Abilities:</b>			
Intermediate Statistical Analysis and analysis of information	E		✓
Ability to apply objective judgement, use initiative and work independently	E	✓	
Effective oral and written communication skills with an excellent command of the English Language.	E		✓
The ability to relate effectively with a wide range of individuals.	E		✓
Intermediate level IT skills with proficiency in the application of MS Word, Excel, Internet, Outlook, Powerpoint and Psych Corp Report Writer	E		✓
The ability to relate to a range of audiences including children and young people, parents, teachers, senior managers and personnel from outside agencies	E	✓	✓
Good interviewing and negotiating skills	E	✓	✓
Ability to design and deliver presentations	E		✓

Good organisational and methodical skills with the ability to plan and manage a personal workload	E		✓
Excellent listening skills	E		✓
Ability to maintain confidentiality and observe data protection guidelines	E		✓
Must be caring, patient and tolerant	E		✓
<b>Other:</b>			
A passion for teaching students/young people	E	✓	✓
A record of Continuous Professional Development	E	✓	✓
Willingness to work flexibly	E		✓
A thorough understanding of safeguarding procedures and committed to safeguarding and promoting the welfare of children, young people and vulnerable adults.	E		✓
Contribute to a positive working environment ensuring commitment to equality and diversity.	E		✓

## Our Values

### FAIRNESS

We act as role models and have fair and consistent standards. We champion equality, inclusion and respect.

### INTEGRITY

We communicate openly and we are honest, accountable and ethical.

### TEAMWORK

We work together and we support each other.

## Professional Cadre Competency Framework

## **Appendix 1: Professional Standards - Teachers**

**St Helena Directorate of Education and Employment** ∞

### **S1: Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

### **S2: Promote good progress and outcomes by pupils**

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

### **S3: Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### **S4: 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 pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject areas.

#### **S5: Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development
- 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.

#### **S6: 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 pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### **S7: Manages behaviour effectively to ensure a good and safe learning**

- Have clear rules and routines for behaviour in the classroom, and take responsibility for promoting good and courteous behaviour in the classroom and around the school, in accordance with the school's behaviour policy



- **Have high expectations of behaviour and establish a framework for discipline, consistently and fairly, with a range of strategies, using praise, sanctions and rewards consistently and fairly**
- **Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them**
- **Maintain good relationships with pupils, exercising appropriate authority, and acts decisively when necessary**

## **S8: 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 pupils' achievements and well being**

**Understands safeguarding and child protection procedures, and their implications, including the effects on a child's behaviour**