

Job Description

Job Title: Teacher

Responsible to: Group Head of Faculty

Main Duties and Responsibilities

The following duties are not shown in order of priority or frequency, nor is the list comprehensive, but rather an indication of the type and level of duties expected of the post.

- To organise, structure and manage students' learning experience including any necessary preparation and marking.
- To carry out such assessment as required by Awarding Bodies in a fair, consistent and reliable way.
- To devise appropriate schemes of work, lesson plans and individual learning plans in accordance with the centre's policy and procedures.
- To maintain all relevant course documentation and student records in line with the relevant Quality Assurance Procedures.
- To contribute to curriculum development as required.
- To attend and be an active contributor to Team Meetings, Curriculum and Centre Meetings and other cross-centre meetings as required.
- To attend and be an active contributor to Curriculum and Centre events.
- To attend parents and open evenings .
- To liaise with Curriculum Leadership, Progress Tutors and other staff as required e.g. regarding learner support and assessment requirements.
- To liaise with appropriate outside agencies and organisations involved in related work.
- To assist in the Centre's planning process including the monitoring, reviewing and evaluation of provision and performance, including value added measures.
- To take part in the recruitment, selection, induction, monitoring and review of students.
- To review student progress in any units taught and complete relevant documentation.
- To contribute to the development, delivery and assessment of student functional skills.

- To ensure learners are appropriately enrolled, withdrawn where necessary and adhere to registration and exam entry procedures.
- To contribute to the implementation of the Curriculum and Centre Operational Plans.
- To actively participate in planned professional self-development and team development activities.
- The above job description is not exhaustive, and the employee may be required to undertake any other reasonable duties in line with the general level of responsibility of the role.
- As we now operate as a collective Eastern Education Group you may be from time to time required to undertake any of the requirements of your role for any of our Group organisations.

This is a summary of the key responsibilities and the incumbent will play a significant role in contributing towards our shared objective of maximising students' achievements.

Teaching staff will be required to carry out duties as maybe commensurate with the post which do not change the character or purpose of the post and therefore may be altered from time to time to meet the changing needs of Centre.

1 School Teachers' Pay & Conditions Document 2021 available
www.gov.uk/government/publications/school-teachers-pay-and-conditions



PERSON SPECIFICATION

	Essential	Desirable	Measured
Education and Qualifications	<ul style="list-style-type: none"> Relevant teaching qualification. 	<ul style="list-style-type: none"> Relevant further professional studies eg Further degree 	I,A,
Knowledge and Skills	<ul style="list-style-type: none"> Knowledge and understanding of curriculum developments and students' learning styles in secondary schools or colleges. Ability to: <ul style="list-style-type: none"> Analyse and interpret student performance data and set challenging but realistic targets. Ensure an ethos and structure for managing behaviour that enables all students to achieve. Contribute to action planning, observation and evaluation. Work effectively as part of a team and with governors, students and parents. A clear understanding of inclusion and SEN. Knowledge and understanding of equality issues. 	<ul style="list-style-type: none"> Experience of developing vocational curriculum options. 	A,I,P
Experience	<ul style="list-style-type: none"> A proven track record of raising standards for students of all abilities. Evidence of an innovative approach to development of teaching and learning. Experience of leading curriculum development and of monitoring and evaluation strategies. Experience in leading staff and pastoral development. Evidence of working in partnership with a range of stakeholders. 	<ul style="list-style-type: none"> Teaching experience within the 16-19 age range and the ability to teach at least one specialist subject to A-Level, Vocational Level 3 or Vocational Level 2. Knowledge and understanding of principles and practices of performance management for all staff within a school or college. 	A, I,
Personal Qualities	<ul style="list-style-type: none"> Excellent written and verbal communication skills at all levels. Excellent presentation skills. Ability to analyse, synthesise, evaluate and communicate complex data. Effective team player. Ability to work under pressure. Commitment to: <ul style="list-style-type: none"> One's aims and objectives. Use One's independence to develop innovative practice and transform learning experiences. Work in partnership with the wider community including other schools, Governors and other partners/agencies. The promotion of One and the recruitment and enrolment of suitably qualified learners to ensure a suitable community. 		A, I,

Training	<ul style="list-style-type: none"> • Willingness to attend, undertake any training or development as, or when appropriate. • Commitment to continuing personal development through continual professional learning. 		A, I,
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KEY: A-APPLICATION, I-INTERVIEW, P-PRESENTATION/MICROTEACH, T-TEST

Conditions of Service

1. New staff appointments to the Trust are subject to a 26 week probationary period.
2. Contributory pension: Teachers Pension TPA.
3. The Trust is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.
4. The job description is current at the date shown; it may change from time to time in negotiation with the post holder.

We are passionate about promoting equality of opportunity and creating a working environment where diversity is recognised and celebrated and everyone has the chance to reach their full potential. Our environment is diverse in character and student population. We particularly welcome applications from candidates from Black Minority Ethnic origin and those with a disability.

Eastern Education Group is committed to safeguarding our children and young people/vulnerable adults. We uphold fundamental British Values and expect all our employees to do the same. All appointments are subject to safer recruitment checks, including previous employment checks, online searches and an Enhanced DBS Check.

General Data Protection Regulations (GDPR)

In line with national legislation, and organisational policy, all data will be processed in a fair and lawful way, for the specific purpose and not disclosed in any way incompatible with such purpose or to any unauthorised persons or organisations.

Equal Opportunities

In accordance with the Equality Act 2010 the Group operates a policy of equality and diversity which protects employees, students and people who access the Group's goods, services and facilities, from discrimination on the basis of 'protected characteristics' which include: age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race (colour, nationality and ethnic or national origins.), religion or belief, sex and sexual orientation.



Group Character Strengths

We have eight Group character strengths that underpin all we do and we make it a priority to give our students the strength of character in order to shine above the rest when faced with employers or universities.

Not only do they apply to our students but also to our staff members and the reasons why Eastern Education Group is such a fantastic place to work.

Take a look below:

- **Resilience** – We are strong as an organisation and all teams work together to achieve. If and when we are faced with challenges we respond efficiently and effectively at all times.
- **Optimism** – We use education as a catalyst for positive social change and prosperity for the community we serve, leaving no-one behind. We want to inspire our students.
- **Curiosity** – We are a curious organisation, always trying to seek out new opportunities and ways in which we can break boundaries in the world of education.
- **Confidence** – We are confident. We believe in all that we do and we appreciate the abilities and qualities of every single staff member. We celebrate our successes and we remain sure that we will continue to lead as a provider of education.
- **Ownership** – We take responsibility for every single student and every single staff member ensuring our main goal is that everyone at the Group is happy and achieving to their full potential. Our amazing wraparound support demonstrates this perfectly.
- **Self-Control** – We are disciplined as individuals and always put the needs of our students first.
- **Ambition** – We are an ambitious organisation. We are constantly evolving as demonstrated with the new STEM Innovation Campus.
- **Respect** – We respect our staff and students alike and we put the success of our students at the heart of all that we do, preparing them for their future.