



BLATCHINGTON MILL SCHOOL

JOB PURPOSE

To lead a Year Team, developing excellent behaviour and conduct and good habits of attendance for all students.

SPECIFIC TLR RESPONSIBILITIES

- ☐ To provide and model effective senior middle leadership.
- ☐ To deliver the SDP aims in the Year Team.
- ☐ To manage an Assistant Head of Year and relevant Form Tutors and ensure that they are motivated and supported in fulfilling their role.
- ☐ To work with key stakeholders in school (including curriculum staff and SEN Team) and outside of school (range of support agencies) to ensure safeguarding, welfare and pastoral needs of all students are best met.
- ☐ To lead the Year Team in ensuring a high standard of behaviour is achieved in all lessons and around the school site.
- ☐ To establish positive relationships with parents and carers through regular communication.
- ☐ To oversee a culture of effective and accurate QA to raise standards across the Year Team.
- ☐ To coordinate and lead assemblies and form time activities as well as inter-form competitions to establish a positive culture for the Year Group.
- ☐ To support members of the Year Team in meeting deadlines and following school procedures and policies.
- ☐ To ensure that effective communication takes place across the Year Team and with wider school.
- ☐ To contribute to the running of school B3-5 systems through supporting Duty periods and Detentions etc.
- ☐ To carry out appraisal of relevant staff.

RESPONSIBILITY ALLOWANCE

TLR 1A

This job profile recognises the expectations of current School Teachers' Pay and Conditions regulations, the Framework of Professional Standards and the policies established by the governors of Blatchington Mill School.

DATE OF PREPARATION

December 2019



KEY ACCOUNT ABILITIES	KEY TASKS
TEACHING	A teacher must: 1 Set high expectations which inspire, motivate and challenge students
	establish a safe and stimulating environment for pupils, 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
	be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
	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 within the relevant subject area(s)



	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
TEACH ING	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.



PERSO NAL AND PROFE SSION AL COND UCT	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 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. 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.
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The postholder may be asked to undertake other tasks which may, from time to time, be reasonably assigned by the Head Teacher.

Post Holder Name:

Post Holder Signature:

Date:

Blatchington Mill School is committed to safeguarding our students and we expect all staff and volunteers to support this commitment.