



SUBJECT TEACHER

REPORTS TO THE SUBJECT TEAM LEADER

About BFET

Bright Futures Educational Trust (BFET) is a highly collaborative partnership of schools based in the North West. Our aim is to provide a quality education that opens up real choices for every one of our pupils, raising aspirations and helping every child to achieve their ambitions, no matter their background. The Trust currently has eight schools, a Teaching School and a SCITT. All of our Leaders are connected to a range of different organisations such as Challenge Partners, The Princes' Teaching Institute and the Youth Sports Trust, all working together in a partnership of strong support and development.

BFET leaders act as significant role models within, between and beyond their own schools. They build a strong sense of community. They are relationally connected and they strive to explore opportunities in ensuring that our pupils receive a world-class education offer.

BFET leaders are imbued with the values of passion, integrity and hard work. They are authentic and genuinely committed to the vision and mission of the Trust. They are trustworthy and fair, welcome challenges and highly value the spirit of mutual collaboration as the very heart and essence of development across all of our schools and wider networks.

About the Role – Subject Teacher

Teachers' Pay Scales plus school teachers terms and conditions

Subject Teachers are essential members of the Academy Team. Post holders will strive to secure outstanding teaching, to ensure effective learning in the subject and to facilitate excellent outcomes for the pupils. They will care for and inspire pupils to believe in themselves and promote a lifelong love of learning.

They will effectively carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document and meet the national professional standards.

They will strive for excellence in all they do and be committed to working as a part of a team to provide first class provision for all our pupils. They will have energy, experience and passion to motivate themselves, their colleagues and the pupils to be the best they can be.

Excellent teamwork, high standards of professionalism and a capacity to work hard will be at the core of their success. They will have the ability, determination and commitment to work collaboratively with the Head of School to continue the development of the Academy.



KEY RESPONSIBILITIES:

1. To be responsible for the effective teaching, learning and organisation of assigned pupils to secure good outcomes.
2. To promote the wellbeing of all pupils and maintain high expectations of behaviour in accordance with the Academy's Behaviour Policy.
3. To develop and maintain positive professional relationships with all members of the Academy's community.
4. To actively engage in the professional development opportunities to further develop skills and improve practice.
5. To play a full part in the life of the Academy to support its vision and ethos.

KEY FOCUS AREAS

Teaching, Learning and Outcomes

- Set high expectations that inspire, motivate and challenge pupils.
- Ensure all lessons are well planned and personalised, taking into account the different needs of pupils and their prior attainment, with clear objectives and learning outcomes identified.
- Ensure all lessons are well prepared, with equipment and resources readily available, and delivered in accordance with the Academy's Teaching and Learning Policy.
- Ensure that literacy, numeracy and other Academy curricular initiatives are reflected in the learning experience for all pupils taught.
- Ensure feedback and marking provided to pupils, in both written and verbal form, supports pupils' better understanding of their achievement to date and what is needed to progress further.
- Use of formative and summative assessment to identify next steps to secure pupil progress.
- Maintain accurate records of pupil progress and assessments.
- In line with Academy policy, report evaluate and analyse pupil progress towards targets to identify individual and groups of underperforming pupils.
- Work proactively with the Subject Team Leader, and colleagues within the subject team, to implement strategies to address the underperformance of individual and groups of pupils.
- Undertake assessment of pupils requested by external examination bodies, subject and Academy procedures.
- Ensure the effective deployment of additional support staff within the classroom to maximise pupil progress.
- Create and maintain an engaging, exciting and orderly learning environment.



Pastoral

- Have regard for, and promote the need to, safeguard pupils' well-being, in accordance with statutory provisions and Academy policy.
- Contribute to the development of PSHE, Citizenship and enterprise according to Academy policy.
- In line with Academy policy, maintain high standards of behaviour both within the classroom and the subject area to facilitate high standards of teaching and learning.
- Encourage and maintain high standards of attendance, punctuality and work by pupils.
- Assess record and report on the attendance, progress, development and attainment of pupils and keep such records as required.
- Be a form tutor to an assigned group of pupils and carry out that role in line with Academy policy.
- Carry out supervision duties as directed in the Academy duty rota.

Community

- Develop and maintain positive professional relationships with all members of staff and professionals from other education establishments and approved agencies.
- Work in partnership with parents and carers, creating positive links and communicating effectively.
- Report to parents and carers to share the development, progress and achievement of pupils and attend parent consultation meetings in line with Academy policy.
- Be supportive of the Academy's PTFA.
- Be supportive of the Academy's extra-curricular activities and provision.

Professional Development

- Actively engage in subject and Academy quality assurance processes in line with Academy policy, including lesson observations and work scrutiny.
- Actively engage in the Academy's appraisal systems.
- Attend and contribute to staff meetings / INSET as required.
- Continue own professional development in relevant areas including subject knowledge and teaching and learning methodology.

Whole School Commitment

- Support and assist in the development of the Academy's vision and aims.
- Contribute to the preparation of subject improvement plans, policy and practice as part of the subject team.
- Work with other members of staff to ensure the success of whole school initiatives as they occur in the academic year.
- Play a full part in the life of the Academy, to support its distinctive mission and ethos.



South Shore Academy
BRIGHT FUTURES EDUCATIONAL TRUST



Upper Pay Scale

In line with STP&CD, teachers who have progressed on to the Upper Pay Scale will, in addition to the above:

- Demonstrate that they are highly competent in all elements of the national standards
- Ensure their achievements and contribution to the Academy are substantial and sustained.

EXPECTATIONS OF ALL ACADEMY STAFF

- Work professionally and effectively as part of a specific and wider Academy staff team.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards pupils and staff, and towards parents, carers, governors and members of the local community.
- At all times to be a positive, professional role model for all pupils.
- Treat all students with dignity, building relationships rooted in mutual respect, and always observing proper boundaries appropriate to staff's professional position.
- Actively adhere to the Academy's commitment to safeguarding of all pupils and the promotion of pupils' well-being, in accordance with statutory provisions and academy policy.
- Carry out supervision duties as directed in the duty rota.
- Actively engage in the Academy's performance management process.
- Actively engage in the CPD programmes to develop skills and improve practice.
- Be familiar with, and follow, all Academy policy and practice to ensure a consistent high standard approach to all aspects of the Academy.
- Play a full part in the life of the Academy, to support its distinctive mission and ethos.
- Act as an ambassador for the Academy at all times and positively promote its reputation within the community.
- Attend Academy events and activities as directed by the Head of School.
- Carry out any additional duties within the purview of the post as directed by the Head of School or the Executive Principal.