

JOB DESCRIPTION | CLAREMONT SCHOOL



Job Title:	Subject Teacher
Reporting to:	Subject Lead/Head of Faculty
Key Purpose of the Job	To deliver a high quality learning experience for all students that is ambitious, inspirational and engaging.
Written by:	Ed Dickie
Date:	August 2019

Key Accountabilities

(Statements of 'deliverables' required.)

- 1. Safeguarding:** to be aware of roles and responsibilities in relation to safeguarding, both in and outside the classroom; to ensure that policies and procedures for child safeguarding are applied consistently; (health & safety, countering bullying, substance misuse, e-safety, the promotion of PSHE, medical provision, welfare concerns and the School's behaviour policy); to utilise the school's reporting systems (My Concern) when appropriate; to ensure that any training requirements in relation to safeguarding are fulfilled.
- 2. Regulatory compliance:** to be aware of the implications of the *Common Inspection Framework* and ISP's *School Educational Review* and support the School's preparations for all inspections.
- 3. Academic Accountabilities:** to maintain and promote the highest standards of behaviour, presentation and attitude in the classroom; to plan, deliver and evaluate lessons for pupils, recognising the needs of individual pupils and providing activities to meet their needs; to be aware of the 'Amazing learning' agenda and prepare lessons appropriate to achieving good struggle for all students; to set and mark work according to departmental policy; to assess, record and report on the development, progress and attainment of pupils in line with school policy; to provide learning objectives and targets to all pupils and ensure work is marked clearly and in accordance with the school marking policy; to provide and/or contribute to oral and written assessments, reports and references relating to individual pupils, or groups of pupils, in the school; to liaise with the Learning Support department and to differentiate as appropriate for both Gifted & Talented and less able pupils; to assess pupils and maintain tracking and assessment data as required; to participate in arrangements to organise and complete examinations during the school year, including ensuring that the planning and preparing of pupils for school examinations/assessments is complete; to attend departmental and/or faculty meetings when required; to engage positively and constructively with colleagues at the Prep School
- 4. Tutoring:** to be responsible for a tutor group; be first contact with parents/guardians on all academic or pastoral matters relating to tutees; ensure that students feel safe and are aware of the support available to them; act as a role model of positive values and behaviour, nurturing and establishing an environment in which tutees are intellectually curious and are stretched and challenged; knowing and understanding that each tutee has individual needs and seek to ensure that they contribute meaningfully to the life of the School; to advocate for tutees when necessary; to inform Heads of House of any issues relating to tutees; to regularly monitor and report on tutee's progress in line with school reporting policies; to contribute to the House system when required; to promote the retention of pupils in partnership with Head of House; to record and manage registration of tutor group twice a day in line with school policy; to deliver the school's PSHE programme in line with school policy.
- 5. Co-Curricular:** to contribute to the school's co-curricular programme where required; to monitor and record skills acquired and learnt in co-curricular lessons; to seek learning opportunities for students outside of the classroom; to maintain co-cu registers in line with school policy; to ensure that co-curricular activities are planned and managed effectively

6. **Continuing Professional Development:** to seek opportunities for further professional development in subject area; to attend INSET training in line with school policy; to engage positively with the APR process
7. **Duties:** to fulfil whole school duties in line with school policy; to cover for other staff when required in line with school policy; to invigilate when required during school and public exam periods
8. **Other Responsibilities:** To attend staff meetings and weekly briefings; to be available for events for parents including consultation evenings, informal suppers and Open Days; to take part in and/or organise school trips and whole school events e.g. sponsored walks, House challenges and Sports Day; to contribute to the School Review and website when required; to be fully aware and comply with the school's Fire and Health & Safety policies; to carry out any other reasonable request from the Headmaster.

Measures

(Key performance indicator(s) used to measure the effectiveness of delivery against each accountability)

1. **Safeguarding:** Attending safeguarding training; Educare module completion; My Concern data; feedback from HoH and DSL
2. **Regulatory compliance:** Inspection data; Amazing Learning data; feedback from HoF
3. **Academic Accountabilities:** Book scrutiny; exam results; lesson observations; Amazing Learning data; feedback from students; feedback from HoF and Subject Lead; subject reports; VA data;
4. **Tutoring:** Tutor reports; registration data; feedback from students; retention; parental feedback; HoH feedback; student PSHE folders;
5. **Co-Curricular:** activity record; Co-Cu registers; feedback from students; uptake of students for activities; co-cu observation data;
6. **Continuing Professional Development:** evidence of courses attended; INSET registers; APR letter and data
7. **Duties:** feedback from Senior Teacher and HoH; cover records; invigilation records
8. **Other Responsibilities:** attendance at school events, open days etc; attendance at school meetings; articles for School Review and Website; management of school trips; feedback from HoH and SLT

Key Dimensions Impacted by the Job: (managers and supervisors; other roles only if applicable)
(Include number of people managed and job titles)

1. Students
2. Heads of House
3. Heads of Faculty
4. Subject Leads
5. Assistant Head (Teaching & Learning)
6. Assistant Head (Student Progress)
7. SENCO

Key Skills and Experience: (Knowledge, Experience, Skills & Abilities)

(List all relevant qualifications & length of post-qualification experience, or in-the-job experience, that is necessary)

1. A 'can do/will do' attitude
2. High level of subject knowledge
3. Behaviour management skills
4. Ability to communicate in the appropriate style with colleagues, students and parents
5. Ability to deal with the 'unexpected' and work to a defined strategic plan within the classroom
6. Effective record keeping
7. Record of personal professional development.
8. A PGCE or GTP qualification

Key Interfaces:

(Internal and External organisations or people (including job title) with whom you have regular contact)

1. Head of Senior School
2. Assistant Head (Teaching & Learning)
3. Head of Faculty
4. Assistant Head (International)
5. Assistant Head (Student Progress)
6. DSL
7. Bursar
8. Heads of House
9. Director of Sixth Form & Futures
10. SENCO
11. Office staff

Operating Environment and Context of the Role:

(The most challenging features (and reasons) of the job; any critical time constraints, the impact, influences and consequences of the work done etc.)

In 2011, Claremont Senior School was founded in the historic village of Bodiam. Starting with 40 students in 2011, the Senior School is now a well-established centre of learning with over 310 pupils today, a vibrant Sixth Form and two newly refurbished boarding houses. Having been a proprietorial school for years, in February 2018, Claremont School became a member of the International Schools Partnership (ISP) and the flagship British school in a portfolio of more than 45 schools around the world. Our partnership with ISP has brought with it renewed investment and the opportunity to realise our ambitions to further develop our extensive grounds and already impressive facilities at both school sites. At Claremont, we facilitate creativity, academic excellence and independence within a supportive and nurturing environment. We are a caring and considerate school, where all of our students value the opportunities they have been given, forever mindful of those less fortunate than themselves.

Teaching at Claremont is focused relentlessly on providing a positive and active learning environment for students. The emphasis is on facilitating learning rather than providing a proscriptive teaching environment. This is encouraged through the school's 'Amazing Learning' agenda. Teachers are encouraged to take risks and promote positive decision making amongst the student body. There is an

expectation that teachers at the school are as involved outside the classroom as they are in it, recognising that some of the most important learning experiences may take place in more pastoral or co-curricula settings. While the school day and week is demanding the rewards and opportunities are significant with teachers deliberately given the autonomy to develop their practice and skills and seek learning opportunities for all students.

The school runs a two week timetable, representing a possible 70 hours of contact time. A 'typical' member of staff without further responsibilities would be expected to provide 54 hours of contact time (77%) across a two week timetable. This will include classroom teaching, co-curricular provision and formal supervised study periods. Preparation time and cover would not be included in this figure.

Claremont offers a Pension scheme through Scottish Widows

Safeguarding:

(Details of responsibilities in relation to Safeguarding regulations and any other legal entity or any other governance and compliance. Our minimum statement is stated below and should appear in all job profiles along with any further specific requirements for the role)

Claremont School complies fully with the DCSF Guidance '*Safeguarding Children and Safer recruitment in Education*' and is committed to safeguarding and promoting the welfare of children and young people. The jobholder is expected to share this commitment and comply with all associated internal policies and procedures.

In addition the job holder will be expected to pursue professional development opportunities relating to safeguarding and keep up to date with national developments in the area.

Job Holder:	Name:		Date:	
Approved by SLT:	Name: Job Title:		Date:	