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| Job Title: | Subject Teacher |
| Reporting to: | Deputy Head Academic |
| Key Purpose of the Job | To deliver a high quality learning experience for all students that is ambitious, inspirational and engaging. |
| Written by: | Gavin Bunker |
| Date: | April 2021 |

| Key Accountabilities (Statements of 'deliverables' required.) |
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| <ol style="list-style-type: none"> 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 <i>Common Inspection Framework</i> and ISP's <i>School Educational Review</i> 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 regularly monitor and report on tutee's progress in line with school reporting policies; 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. Extra Curricular: to contribute to the school's extra-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 extra curricular registers in line with school policy; to ensure that extra-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 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 Headteacher.

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 DSL.
2. **Regulatory compliance:** Inspection data; Amazing Learning data; feedback from HOD
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; deliver PSHE programme;
5. **Continuing Professional Development:** evidence of courses attended; INSET registers; APR letter and data
6. **Duties:** feedback from Deputy Head and; cover records; invigilation records
7. **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 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. Deputy Head (Academic)
3. Deputy Head (Pastoral)
4. 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 equivalent qualification

Key Interfaces:

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

1. Head of Prep School
2. Deputy Head (Academic)
3. Deputy Head (Pastoral)
4. DSL
5. Registrar
6. SENCO
7. 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.)

Claremont School is an independent, co-educational day and boarding school for 700 pupils from 1 to 18 years old. The School operates over two sites. Claremont Preparatory School was founded in 1925 and is situated on the outskirts of St Leonards-on-Sea; this site includes the Nursery, Pre-Prep and Prep and occupies a 125 acre estate, with extensive playing fields and woodland. Pupils here range from 4 months to 13 years old. Claremont Senior School was founded in 2011 and is situated eight miles to the north of the Prep School in the village of Bodiam. This is a 12 acre site for pupils from 13 to 18 years old. Claremont also has two boarding houses; one in Battle and the other in St Leonards on Sea. Between the two houses there is capacity for 108 boarders. Claremont School is part of the International Schools Partnership, who currently own 27 schools around the world. Claremont School has been graded as 'Outstanding' in every category, in all three of its last Ofsted inspections.

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.

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.

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