

Ernest Bevin College

Job Description



Title: Teacher of Economics	Salary Scale Main Scale / Upper Pay Scale
Supported by and reporting to: Head of Department	Assisted By: Support Staff

This job description is based on teaching standards as of Sept 2012

Personal and Professional Conduct	<ul style="list-style-type: none"> • Treat students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position • Have regard to the need to safeguard students’ well-being, in accordance with statutory provisions • Show 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 • Ensure that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law • Teachers must have a proper and professional regard for the ethos, policies and practice 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 • Have a proper and professional regard for the ethos, policies and practice of the school in which they teach, and maintain high standards in their own attendance and punctuality • Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities
Set high expectations which inspire, motivate and challenge students	<ul style="list-style-type: none"> • Establish a safe and stimulating environment for students, 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
Promote good progress and outcomes by students	<ul style="list-style-type: none"> • Be accountable for students’ attainment, progress and outcomes • Plan teaching to build on students’ capabilities and prior knowledge • 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
Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> • 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

	<p>areas, and promote the value of scholarship</p> <ul style="list-style-type: none"> • 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 • If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
Plan and teach well-structured lessons	<ul style="list-style-type: none"> • 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 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)
Adapt teaching to respond to the strengths and needs of all students	<ul style="list-style-type: none"> • 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 with 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
Make accurate and productive use of assessment	<ul style="list-style-type: none"> • 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
Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> • 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 <p>Maintain good relationships with students, exercise appropriate authority and act decisively where necessary</p>
Fulfil wider professional responsibilities	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the college • 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
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The above responsibilities and duties will be undertaken in addition to the duties of a schoolteacher contained in the School Teachers' Pay and Conditions Document. This job description does not direct the particular amount of time to be spent on carrying out the above duties and responsibilities and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendments at any time after consultation with the post holder

April 2021

**Ernest Bevin College
Personal Specification**



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CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • QTS 	<ul style="list-style-type: none"> • Further accredited study
EXPERIENCE	<ul style="list-style-type: none"> • Varied and successful teaching experience across 11-19 range • A Level Teaching 	<ul style="list-style-type: none"> • Experience in more than one school
KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> • An excellent classroom practitioner • A thorough understanding of current developments and initiatives in 11-19 education • Ability to monitor, review and evaluate the work of the college against OFSTED criteria • All teaching to be good or outstanding 	
PERSONAL QUALITIES AND CHARACTERISTICS	<ul style="list-style-type: none"> • Ability to maintain good working relationships and play appropriate roles within the team • Energy, enthusiasm and stamina • Ability to work under pressure, meet deadlines, and establish positive relationships with students, parents, staff and outside agencies • Commitment to the promotion of equal opportunity • Awareness of responsibility towards the safeguarding of students 	<ul style="list-style-type: none"> • Flexibility and determination
SPECIFIC TO THE POST	<ul style="list-style-type: none"> • Contribute to the development of courses and schemes of work • To use student data to plan lessons to meet the needs of the students • To mark and assess students' work and to record their development, progress and attainment • To develop effective teaching and learning strategies to raise attainment • To monitor the progress of students including those in the tutor group • To maintain an attractive and stimulating classroom environment, and to contribute to displays in the college as a whole. • To use ICT and in particular Canvas in raising the quality of teaching and learning • To take part in whole college reviews of policy and aims, and in the revision of formulation of guidelines. 	