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|  | Internal Reference |  |
| **Role Profile** | |

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| Job Title | Teacher (Qualified) |
| Accountable To | Headteacher |
| Grade |  |

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| **1** **Overall Purpose of the Role** |
| The primary role of a teacher at Learning4life-GY is to support, guide, and empower learners—particularly those from disadvantaged backgrounds—by delivering inclusive, quality first, engaging, and learner-centred education. Teachers are expected to create a safe and supportive learning environment that fosters personal development, builds confidence, and equips learners with the essential skills, knowledge, and qualifications needed to progress into further education, training, or employment. In addition to academic instruction, teachers play a vital role in mentoring students, promoting positive values, and working collaboratively with colleagues to ensure every learner has the opportunity to succeed and thrive in their personal and professional lives |

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| **2. Responsibilities** |
| * Set high expectations which inspire, motivate and challenge learners * Promote an inclusive, safe and respectful learning environment that encourages participation, motivation and positive behaviour. * Promote good progress and outcomes by learners * Demonstrate good subject and curriculum knowledge * Plan, prepare and teach well-structured lessons that engage, meet the diverse needs of all learners, including those with additional support requirements * Adapt teaching to respond to the strengths and needs of all learners * Make accurate and productive use of assessment * Develop and maintain individual learning plans to track goals, progress and support needs * Manage behaviour effectively to ensure a good and safe learning environment * Fulfil wider professional responsibilities such as making a positive contribution to the wider life and ethos of the school; develop effective professional relationships with colleagues, parents and professionals * Deploy teaching assistants effectively * Support learner’ personal development, including employability, communication, confidence, and life skills * Comply with health and safety and safeguarding requirements and actively promote good practice within and outside the learning environment * Actively promote the Learning4life-GY policy for equality and diversity and advance equality of opportunity within the learning environment and the workplace * Be prepared for teaching, ensuring that your classroom is staffed 15 minutes prior to the lesson start time. * Cover for staff absences when necessary within area of expertise and manage resources effectively including directing volunteers and Teaching Assistants * Contribute to quality assurance through attendance at curriculum and standardisation meetings, participating in and contributing to internal and external verification activities along with self-assessment and observation process * Undertake other such duties as may be reasonably expected at this level |

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| **3.** **Role Accountabilities** |
| **Personal and Professional conduct** |
| * Acting with integrity, honesty , and respect in all interactions with learners, colleagues, and external partners * Maintaining appropriate professional boundaries and acting as a positive role model at all times * Demonstrating empathy, patience m, and understanding particularly when working with vulnerable learners or those facing personal challenges * Promoting equality, diversity and inclusion and challenging discrimination or prejudice whenever it arises * Safeguarding the welfare of all learners, following all safeguarding and child/adult protection policies and procedures * Maintaining confidentiality and handling sensitive information appropriately in line with data protection regulations. |
| **Management of Resources** |
| Qualified teachers at Learning4life-GY are expected to manage educational resources and staff effectively to support high-quality teaching and learning. This includes:   * Plan and utilise learning materials, equipment, and digital tools efficiently to meet the diverse needs of learners. * Adapt and develop teaching resources to ensure accessibility, engagement, and relevance for all students. * Ensure the safe and appropriate use of resources, including adherence to health and safety procedures. * Contribute to curriculum planning by identifying resource needs and working within allocated budgets. * Monitor and maintain resources, reporting any shortages, damage, or needs for replacement in a timely manner. * Provide clear guidance, direction, and support to Teaching Assistants to ensure they contribute effectively to lesson delivery and learner support. * Delegate tasks appropriately, aligning support staff roles with learners' needs and lesson objectives. * Foster a collaborative working relationship, encouraging open communication and feedback. * Ensure Teaching Assistants understand and follow safeguarding, equality, and inclusion practices in all aspects of their work. |
| **Working with others** |
| * Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them. * Keep other professionals accurately informed of performance and progress, or concerns they may have about the learners they work with. * Communicate your knowledge and understanding of learners to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision. |
| **Knowledge and understanding** |
| * To share responsibility for ensuring that your knowledge and understanding is relevant and up to date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness * Take opportunities to acquire and continuously update appropriate skills, qualifications, and/or experience required for the teaching role, with support from Learning4life-GY * Demonstrate expertise and skills in understanding the needs of all learners (including specialist expertise as appropriate) and how to contribute effectively to the adaptation and delivery of education to meet individual needs. * Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain learner 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. |
| **Teaching and Learning** |
| * Establish a safe and stimulating environment for learners, rooted in mutual respect * Set goals and challenge learners of all backgrounds, abilities and dispositions * Demonstrate consistently the positive attitudes, values and behaviours which are expected of all learners * Be accountable for learner attainment, progress and outcomes * Be aware of learner capabilities and their prior knowledge, and plan teaching to build on these. * Guide learners to reflect on the progress they have made and their emerging needs * Demonstrate knowledge and understanding of how learners learn and how this impacts teaching * Encourage learners to take a responsible and conscientious attitude to their own work and study * Impart knowledge and develop understanding through effective use of lesson time * Promote a love of learning and children’s intellectual curiosity * 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) * Know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively * Have a secure understanding of how a range of factors can inhibit learners ability to learn, and how best to overcome them * Demonstrate awareness of the physical, social and intellectual development of children and know how to adapt teaching to support learners’ education of different stages of development. * Have a clear understanding of the needs of all learners, 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. * 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 learners’ progress * Use relevant data to monitor progress, set targets, and plan subsequent lessons * Give learners regular feedback, both orally and through accurate marking and encourage learners to respond to the feedback |
| **Managing behaviour effectively** |
| * 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 Learning4life-GY’s Positive Behaviour Policy * Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sections and rewards consistently and fairly. * Manage classes effectively, using approaches which are appropriate to learner’ needs in order to involve and motivate them * Maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary. |
| **Compliance with Statutory Regulations & Policies** |
| * Effectively apply detailed knowledge and experience to ensure compliance with statutory and regulatory frameworks and policies, protocols and operating standards including Safeguarding, Every Child/Learner Matters, Ofsted, awarding body requirements, National Occupational Standards * Demonstrate understanding and commitment to equality, diversity and inclusion principles. |
| **Engaging with Change** |
| * Ensure that work outputs reflect the Learning4life-GY vision and values * Engage with organisational transformation and change agendas * Embrace new flexible ways of working and use of technologies and practices to improve systems, processes and ways of working * Support improvements to enhance the quality of education and learner experience |

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| **4**. **Working Environment** | | |
| **Physical Demands:** | | |
| Work requires the carrying of small articles of portable equipment | | |
| **Working Conditions**: | | |
| Work normally performed in a classroom environment | | |
| **Work Context**: | | |
| Regular contact with learners on highly sensitive, safeguarding, personal and/or emotive matters, e.g. domestic violence, child sexual exploitation means there is a high risk to the post holder associated with responding to these complex and emotive issues on a daily basis. Exposed to verbal abuse from learners. | | |
| **5. Role Specification** | | **Essential or Desirable** | **Assessment Method \*** | |
| **Demonstrates a proven track record of undertaking a range of advanced activities and experience in:** | | | | |
| * Building and maintaining effective relationships with learners, Teaching Assistants, parents and carers, multi-agency partner organisations including schools, academies and other stakeholders | | E | A/I | |
| * Quality first teaching, learning and assessment | | E | A/I | |
| * Working with learners with special educational needs and/or disabilities; and/or barriers such as English as an additional language | | E | A | |
| **Demonstrates a detailed knowledge of:** | | | | |
| * Practical application of statutory and regulatory frameworks relevant to subject specialism | | E | A/I | |
| * Codes of practice and operating procedures both general and service specific e.g. safeguarding, transporting of learners, data protection, confidentiality, information security | | E | A/I | |
| * Equality and diversity principles | | D | A/I | |
| * Learning4life-GY’s values framework | | E | A/I | |
| * Principles of effective stakeholder engagement | | D | I | |
| **Evidences the following advanced skills and abilities:** | | | | |
| * Ability to differentiate learning effectively | | E | A/I | |
| * Adaptive teaching techniques | | E | A/T | |
| * Strong classroom and behaviour management skills | | E | I | |
| * Familiarity with the curriculum for your subject specialism(s) | | E | A/T | |
| * Digital literacy and use of educational technology in teaching | | D | A/I | |
| * Experience in mentoring and managing teaching assistants | | D | A/T | |
| **Education and qualifications:** | | | | |
| * Minimum Level 6 subject specific qualification (BA hons) | | E | A | |
| * Teaching Qualification equivalent to PGCE (Level 6) | | E | A | |
| * QTLS or QTS | | E | A | |
| * Level 2 Maths and English | | E | A | |
| * Assessors Award (A1) or D32 | | D | A | |
| * V1 or D34 or Level 4 Award Quality Assurance | | D | A | |
| * TEFL, CELTA or equivalent at Level 3 or above | | D | A | |
| * Continuous personal and professional development | | E | A | |
| **Working Arrangements** | | | | |
| * This post requires a flexible approach to delivery of the outcomes and evening and weekend work may be necessary subject to the needs of the school. | |  |  | |