

<b>Job Title:</b>	Teacher of ICT and/or Business
<b>Faculty:</b>	Business & ICT
<b>Code:</b>	
<b>Responsible to:</b>	Head of Faculty

---

Lord Grey School is a Language College which celebrates learning and achievement within an inclusive environment and promotes an international dimension to prepare our students for their role as confident global citizens.

It is expected that the post holder will carry out his/her responsibilities within this philosophy.

All TLR job descriptions define the responsibilities of the post holder as being:-

- Under the reasonable direction of the head-teacher to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay & Condition Document (STPCD)
- To fulfil expectations of teachers with TLRs as outlined in The Education (STPC, No2) Order 2005
- To comply with Health and Safety at Work Legislation.

Job descriptions are subject to review and amendment.

**This job description should be read in conjunction with:**

- **The School Teachers' Pay and Conditions Document 2007 (STPCD)**
- **The Teacher Development Agency (TDA) Professional Standards**

**Line Managed and Reporting to:** Head of Faculty.

**Specific Responsibilities:** This job description is a generic job description for a teacher of a subject and for a form tutor.

#### **Purpose of the Job**

- To ensure student progress in the learning of ICT and/or Business through the teaching of ICT and/or Business
- To ensure student entitlement to the Every Child Matters outcomes as both a form tutor and a teacher

#### **Teaching and Learning**

- To teach ICT and/or Business in Key Stage 3 and 4 and by negotiation in the Sixth Form
- To teach in line with the Teaching and Learning and Behaviour for Learning Policies at Lord Grey School
- To teach in line with Faculty and School Policies on e.g.
  - assessment
  - teaching and learning
  - homework
  - student behaviour
- To contribute to learning opportunities in ICT and/or Business within the formal and extended curriculum
- To ensure student progress against prior attainment in ICT and/or Business
- To contribute to the profile of ICT and/or Business within the school
- To be responsible for a classroom or teaching area and its impact on learning through for example display and the organisation of learning resources
- To review and evaluate teaching and learning in lessons and across schemes of work
- To enhance learning in ICT and/or Business through use of ICT as a teaching and learning tool

- To manage classes in line with the school's Learning and Teaching and Behaviour policies and procedures
- To involve parents in behavioural issues in line with school policies
- To ensure the effective and efficient deployment of classroom support
- To work as a member of designated teams and to contribute to the building of teams within the school
- To take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

### **Continuous Professional Development (CPD)**

- To take responsibility for personal CPD needs within the school's Performance Management Framework
- To work individually and as part of a team
- To develop as a reflective practitioner
- To monitor the impact of CPD on teaching and learning
- To seek advice and support within school policies
- To be familiar with and adhere to school policies and procedures
- To be familiar with and contribute to the School Development Plan and School Self-Evaluation Systems

### **Curriculum and Assessment**

- To plan appropriate lessons to meet the learning needs of all students including those of the More Able, of Looked After Children, of EAL and EMA students and of those students with Special Education Needs
- To evaluate and review lesson plans
- To contribute to the planning of faculty programmes of study and Schemes of Work
- To create and manage resources for the teaching of lessons
- To assess students' work and progress against their prior attainment, progress in other subjects and against national norms in line with faculty and school policies
- To use assessment to inform curriculum planning, teaching and learning
- To work within school curriculum policies e.g. Citizenship, Enterprise and Work Related Learning
- To inform and involve parents in their children's learning in line with school policies and procedures

### **Management Information and Its Use**

- To maintain appropriate records and to provide relevant accurate and up-to-date information
- To complete the relevant documentation to assist in the tracking of students
- To track student progress, analyse data and use information to inform teaching and learning

### **External Communication**

- To take part in Open Evenings, Parents Evenings, Review days and liaison events with partner schools
- To contribute to the development of effective subject and other links with external agencies

### **Other**

- To undertake school duties in line with school policies and procedures
- To cover lessons and registration sessions for absent colleagues in line with the school cover policy
- To attend assemblies as required

---

Name: .....

Signature: .....

Date: .....

<b>Job Title:</b>	Form Tutor
<b>Faculty</b>	
<b>Responsible to:</b>	Head of Year
<b>Responsible for Line Managing:</b>	

---

Lord Grey School is a Language College which celebrates learning and achievement within an inclusive environment and promotes an international dimension to prepare our students for their role as confident global citizens.

It is expected that the post holder will carry out his/her responsibilities within this philosophy.

All TLR job descriptions define the responsibilities of the post holder as being:-

- Under the reasonable direction of the head-teacher to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay & Condition Document (STPCD)
- To fulfil expectations of teachers with TLRs as outlined in The Education (STPC, No2) Order 2005
- To comply with Health and Safety at Work Legislation.

Job descriptions are subject to review and amendment.

#### **OVERALL RESPONSIBILITY**

- To provide high quality care and academic guidance for the tutor group
- To provide an appropriately challenging, safe and secure tutor base within which tutees can flourish, socially, emotionally, spiritually, culturally and aesthetically
- To be an advocate for the student
- To monitor individual progress and identify and address obstacles to learning

#### **SECTION 1 – GENERAL DUTIES**

##### **Support, Guidance, Monitoring and Reporting**

1. Consider the students' welfare as paramount, and take action in accordance with the responsibility "in loco parentis"
2. Monitor the social and academic progress of students
3. Guide students to explore thoughts, feeling and solutions to problems
4. Support the students throughout the Target Setting process as applied to both academic and behavioural progress
5. To write a Tutor report for each tutee in line with the School's Assessment Policy and Procedure
6. To comment on general progress and summarise achievement in the annual report to parents
7. Monitor students' attendance, punctuality and absence, and report any incidences of suspected truancy. The administration aspects do not form part of this
8. Monitor students' behaviour across the school, eg detentions, rewards and certificates
9. Become familiar with students' Special Educational Needs and liaise effectively with the Special Educational Needs Co-ordinator and Special Needs Team
10. To encourage student involvement in planning for the future eg through Signposting Careers Advice and Guidance and Work Related Learning opportunities

##### **Rewards and Sanctions**

1. Ensure the tutees knowledge and understanding of School Behaviour Policies and Procedures
2. Ensure the compliance of students
3. Inform and reinforce the "School Rules" and implement the "Code of Behaviour" and the policies on Rewards and Sanctions". Tutors have a central role in clarifying to students the consequences of stepping over the boundaries set by the rules and regulations of the School
4. Monitor rewards and incidents of inappropriate behaviour
5. Check entries in Planners and take action when necessary
6. Check daily that correct uniform is worn and take action when necessary

7. Have a detailed knowledge of tutees and play a central role in the negotiations involved in forming a “behavioural contract”.

**Liaising with Others**

1. Consider carefully issues of confidentiality when dealing with students, teachers, parents and outside agencies
2. Inform colleagues and the Head of Year promptly about social or behavioural issues or changes affecting students
3. Consider carefully who is the most appropriate person to help in a specific situation and determining who should make contact, when and how, etc
4. Share concerns and issues with parents, seeking the support the Head of Year as appropriate
5. To promote participation and provide leadership opportunities through house activities
6. Ensure tutor participation in Student Council
7. Promote Student Voice activities
8. Encourage student participation and involvement in school life eg performance, sport, community activity, trips and residentials

**Assemblies, Registration and Learning Tutorial**

To ensure participation and involvement of individuals and the tutor group in assemblies, registration and Learning Tutorial.

---

Name: .....

Signature: .....

Date: .....

**LORD GREY SCHOOL**

**PERSON SPECIFICATION – TEACHER OF ICT AND/OR BUSINESS AND TUTOR**

<b>CRITERIA</b>		<b>E/D</b>
<b>EXPERIENCE/ KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• <b>Qualified teacher status or the credentials to gain QTS or to teach in the UK</b></li> <li>• <b>Up to date knowledge and understanding of teaching and learning strategies</b></li> <li>• <b>Up to date knowledge of the national curriculum and GCSE syllabuses in ICT and/or Business</b></li> <li>• <b>Up to date knowledge of school systems to support students in their learning, e.g. SEN, Pastoral and Assessment systems in schools</b></li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>
<b>SKILLS AND ABILITIES</b>	<ul style="list-style-type: none"> <li>• <b>An effective classroom practitioner</b></li> <li>• <b>The ability to work in partnership</b></li> <li>• <b>Organisational and administrative skills</b></li> <li>• <b>Good written and oral skills</b></li> <li>• <b>IT literate</b></li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>
<b>PERSONAL JOB RELATED SKILLS</b>	<ul style="list-style-type: none"> <li>• <b>Belief that barriers to learning can be overcome</b></li> <li>• <b>A commitment to professional standards</b></li> <li>• <b>A commitment to quality and continuous improvement</b></li> <li>• <b>The ability to work under pressure</b></li> <li>• <b>Confidentiality: Awareness and Judgement</b></li> <li>• <b>A team orientated approach</b></li> </ul>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>