



Job Description – Teacher of English

The Downs Preparatory School strives to employ outstanding, educational practitioners as ultimately they will largely determine the success of the children and the school in the future. It is anticipated that they will be dedicated, passionate, innovative teachers who will enthuse, stimulate and excite our pupils in their learning. They will be excellent role models who will promote good manners, civilised behaviour and traditional values. They will also embrace the service philosophy of the school that is one of genuine superior customer care.

It is anticipated that all members of staff will take great pride in The Downs. They will work hard to become effective members of the outstanding ‘staff team’ and the close, happy community. Described by ISI as a ‘very demanding but very nurturing environment’ it is vital that members of staff are also *fully* committed to the ‘all round ethos’ of the school which is exacting but wonderfully rewarding. They should also be committed to the pastoral needs of each child.

Whilst it is impossible to list the exact roles of an English Teacher at DPS the following points provide a reasonable outline.

Teacher of English

Summary of the role:	Teacher of English – responsible for the teaching of English in the Prep School.
Line Management accountability:	Responsible to the Head of English and thereafter the Curriculum Group.
Line management responsibility for:	Teaching Assistants as necessary

Safeguarding Children	<ul style="list-style-type: none"> • Members of staff will unreservedly promote and safeguard the welfare of children. In doing so they will follow the school's safeguarding procedures as described in the Staff Handbook and they will develop their knowledge, understanding and skills as required by the school's Designated Safeguarding Lead.
Curriculum	<ul style="list-style-type: none"> • Teachers will plan, prepare and give lessons in line with the department syllabus and scheme of work. This requires in depth knowledge of curriculum documents and syllabi. These might include the National Curriculum, the Common Entrance Syllabus and various scholarship syllabi. • Teachers will set prep / homework as indicated on the prep timetable. The timetable is drawn up by the Curriculum Group. Further details are available in the Staff Handbook. Members of staff should expect children to hand in their Prep on time. • Teachers will embrace constructive cross curricular activity in their teaching.
Teaching	<ul style="list-style-type: none"> • Teaching should; <ul style="list-style-type: none"> ➤ capture the minds of children ➤ be invigorating, motivating and fun ➤ challenge all children of all abilities ➤ make clear aims and outcomes of a lesson ➤ differentiate by task as well as outcome ➤ employ a variety of teaching strategies in order to suit the learning styles of different children ➤ suitably deploy a variety of appropriate resources ➤ embrace IT ➤ ensure that all pupils present and preserve their work carefully and tidily • Excellent behaviour management will be evident in teaching at all times. This will be conducive to excellent learning. Excellence does not mean silence or military order but warmth and focus • Teachers will present attractive, tidy and interesting classrooms. Displays should be changed on a regular basis (twice a term) and should include some work of the children • Suitable revision material will be presented to children well before exams or tests
Learning	<ul style="list-style-type: none"> • Learning should be <ul style="list-style-type: none"> ➤ Organised ➤ challenging ➤ well resourced ➤ focused on outcomes as a consequence of clear aims • Learners should demonstrate

	<ul style="list-style-type: none"> ➤ resilience and perseverance ➤ application
Assessment	<ul style="list-style-type: none"> • Teachers will mark pupils' books in line with the School Marking Policy. • Teachers will act upon the trends identified by the Curriculum Group from standardised assessment data • Teachers will analyse standardised assessment data to identify pupils of concern • Formative assessment will be used to inform future teaching and learning. Marks and / or grades should be clearly displayed on a piece of work (afl). Comments on a piece of work should be informative and mainly positive • Summative assessment in the form of exams or module tests must be scored as required in the Staff Handbook • Effort and Grades will be carefully considered. They must be entered on to the school data-base before the required date. Dates are displayed on the school calendar.
Recording & Reporting	<ul style="list-style-type: none"> • Records of pupils' achievement will be kept to inform assessment and planning • Reports on each child will be written each term. Each report will reflect the individual child and they must be target specific.
Planning	<ul style="list-style-type: none"> • Short term plans must take into account; <ul style="list-style-type: none"> ➤ aims and outcomes of a lesson(s) ➤ the learning difficulties of children ➤ on some occasion differentiation • Long term planning must be in line with the department scheme of work
Professional Development	<p>Teachers will</p> <ul style="list-style-type: none"> • attend Inset Days as required generally immediately before the onset of term and on occasion during an evening • partake in observation fortnights each Christmas and Easter term. • partake in annual MOT and biannual appraisal <p>Teachers are encouraged</p> <ul style="list-style-type: none"> • to regularly attend courses that will be to the benefit of teaching and learning • to visit other schools in order to observe similar practice
	<p>School Meetings</p> <p>Members of staff will share information and work collaboratively. In doing so they will;</p> <ul style="list-style-type: none"> • attend Liaison Meetings (one each term) – meetings between the Prep and Pre-Prep colleagues • attend Staff Meetings as required by the Headmaster and or the

<p>General Professional Duties:</p>	<p>Leadership Team (weekly).</p> <ul style="list-style-type: none"> • attend Pupil Attainment meetings (twice a term) <p>Pastoral Care</p> <ul style="list-style-type: none"> • It would be wholly inappropriate and unacceptable should a teacher be unable to keep excellent standards of behaviour. • Teachers will have very high expectations of pupil conduct and presentation. • A small, happy community, The Downs prides itself in knowing each child well and in doing so being able to cater for their individuality. Each member of staff is allocated a Tutor Group or Year Group. They are expected to take a particular interest in the pastoral care of these children.
<p>General Duties</p>	<ul style="list-style-type: none"> • To cover colleagues lessons as instructed by the Curriculum Group • To undertake the administration duties of a Form Teacher as required by the Assistant Head • To take clubs two terms of the year • To take games as required by the Director of Sport. It should be noted that this is likely to require a weekend commitment – Saturday morning • To undertake a duty day, often concluding at 6.45pm, once a week as required by the Assistant Headmaster • To approve absence from the Headmaster or the Assistant Headmaster.

You may also be required to undertake such other comparable duties as the Head requires from time to time.

Person Specification			
The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.			
	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none"> • A good teaching qualification with reference to English – B.Ed or PGCE. 	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p> <ul style="list-style-type: none"> • A degree in a subject that can be used constructively in teaching and learning • Secondary qualified • A First Aid qualification • A Life Guard qualification • Any sports coaching qualifications. • Mini Driving Test 	Production of the Applicant's certificates
Experience:	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role.</i></p> <ul style="list-style-type: none"> • Previous experience teaching GCSE • Proven success of teaching of Common Entrance and Scholarship • Experience of a Prep School / Pre Prep culture 	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role.</i></p> <ul style="list-style-type: none"> • Proven success of teaching Prep School aged children • Previous experience teaching • A-level teaching 	Contents of the Application Form Interview Professional references Portfolio
Skills	<p><i>The skills required by the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • to be computer literate. In doing so be able to use the school data base for recording and reporting. • to attain and maintain high standards of discipline in the classroom • to use an inter active whiteboard confidently • to write accurate written English 	<p><i>The skills that would enable the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • to work cheerfully and effectively within a team • skill and enthusiasm to contributes towards games coaching • skill and willingness to contribute towards the other creative arts – music, art, dance • interest in a hobby 	Contents of the Application Form Interview Professional references
Knowledge	<p><i>The knowledge required by the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Knowledge of the teaching standards • Excellent subject knowledge 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • Knowledge of the Common Entrance syllabus • Knowledge of IT programmes 	Contents of the Application Form Interview Qualifications

		<p>used a great deal in teaching at The Downs;</p> <ul style="list-style-type: none"> • knowledge of SIMS – the school data base • knowledge of INCas and MIDyis – standardised assessment tools • knowledge of AS Tracking 	Professional references
Personal competencies and qualities	<ul style="list-style-type: none"> • <i>The personal qualities that the Applicant requires to perform effectively in the role and</i> • Honesty, reliability and transparency • high professional standards • high personal standards; appearance, behaviour and punctuality. • willingness to reflect on personal practice • good time management • the understanding and appreciation of superior customer care 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role.</i></p> <ul style="list-style-type: none"> • tolerance and patience • a good sense of humour and a cheerful disposition • a positive outlook • perseverance and determination • humility • kindness, sensitivity and caring • a developing passion for The Downs 	<p>Contents of the Application Form</p> <p>Interview</p> <p>Professional references</p>
To ensure that the Applicant safeguards and promotes the welfare of children and young people	<ul style="list-style-type: none"> • ability to form and maintain appropriate relationships and personal boundaries with children and young people • the certainty of understanding and following the school's safeguarding policies and procedures as described in the Staff Handbook 		

M A Gunn

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