

## JOB DESCRIPTION

<b>JOB TITLE:</b>	Teacher of German
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<b>JOB HOLDER REPORTS TO:</b>	Head of Subject/Curriculum Area
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<b>BASIC JOB PURPOSE:</b>	To be a good role model who leads by example and demonstrates the Knowledge, understanding and skills demanded by QTS.
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<b>MAIN RESPONSIBILITIES:</b>	<p><b>Working Time: 195 days per year comprising –</b></p> <ul style="list-style-type: none"> <li>• Teaching – up to 44 hours per fortnight (max);</li> <li>• PPA Time – 4 hours per fortnight (min);</li> <li>• Meetings – 1 per week (min);</li> <li>• Directed hours - 1265</li> </ul>
<b>No. 1.</b>	<p><b><u>The main areas of responsibility and accountability are listed below:</u></b></p> <p><b>To uphold high standards of teaching and learning by:</b></p> <ul style="list-style-type: none"> <li>• having a secure knowledge and understanding of their specialist subject(s) for secondary equating to degree level;</li> <li>• following designated Schemes of Work and department best practice;</li> <li>• having a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements;</li> <li>• understanding progression in their specialist subject(s), including before their specialist age range;</li> <li>• coping securely with subject related questions which students raise and knowing about students' common misconceptions and mistakes in their specialist subject(s);</li> <li>• identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught;</li> <li>• setting appropriate and demanding expectations for students' learning, building on prior attainment;</li> <li>• identifying students who have special educational needs, and knowing where to get help in order to give positive and targeted support, implement and keeping records on Individual Educational Plans (IEPs);</li> <li>• ensuring effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenges are maintained, and best use is made of teaching time;</li> <li>• setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focused teaching and through positive and productive relationships;</li> <li>• using teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources;</li> </ul>
<b>No. 2.</b>	<p><b>To be responsible for the outcomes of student learning by:</b></p> <ul style="list-style-type: none"> <li>• assessing how well learning objectives have been achieved and use this assessment for future teaching;</li> <li>• marking and monitoring students' class and homework providing constructive oral and written feedback, setting targets for students'</li> </ul>

	<p><b>progression;</b></p> <ul style="list-style-type: none"> <li>• when applicable, understanding the demands expected of students in relation to the national Curriculum, KS4 and post 16 courses;</li> <li>• selecting and making good use of textbooks, ICT and other learning resources which enable teaching objectives to be met;</li> <li>• Securing progress towards student targets.</li> </ul>
<b>No. 3.</b>	<p><b>To enhance personal and department knowledge /skills/expertise by:</b></p> <ul style="list-style-type: none"> <li>• using data to effect improvement in teaching and learning;</li> <li>• understanding the need to take responsibility for their own professional development and keep up-to-date with research and developments in pedagogy and in the subjects they teach;</li> <li>• understanding their professional responsibilities in relation to school policies and practices;</li> <li>• setting a good example to the students they teach in their presentation and their personal conduct;</li> <li>• evaluating their own teaching critically and using this to improve their effectiveness;</li> <li>• establishing effective working relationships with professional colleagues including, where applicable, associate staff;</li> <li>• knowing how to prepare and present informative reports to parents;</li> <li>• recognising that learning takes place outside the school context and providing opportunities to develop students' understanding by relating their learning to real and work-related examples;</li> <li>• understanding the need to liaise with agencies responsible for students' welfare.</li> </ul>
<b>No. 4.</b>	<p><b>To have a working knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• teachers' professional duties as set out in the current School Teachers' Pay and Conditions Act;</li> <li>• teachers' legal liabilities and responsibilities relating to race, inclusivity, health and safety etc;</li> <li>• the role of school governing bodies;</li> <li>• his/her professional responsibilities in relation to school and departmental policies and practices, including those of a pastoral nature.</li> </ul>

**Notwithstanding the detail in this job description, in accordance with the School's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Principal Responsibilities of the job.**