

This job description is a fluid document, and the list of responsibilities should not necessarily be seen as absolute. The post holder may be expected to carry out additional tasks that are reasonably deemed appropriate and, in a new and growing school, the job is likely to evolve.

## **Overview**

Teachers at Cranleigh are expected to have sympathy with the overall vision and ethos of the school. They should display a real commitment to the academic, personal and social development of children. They need the ability to relate well to and communicate effectively with parents, staff and pupils.

Teachers are expected to contribute in general to the high academic standards and disciplinary ethos of the school, and to follow its policies. They should seek to make a real contribution to their academic department.

At Cranleigh, a commitment to our wider co-curricular programme is a requirement, and most teachers will also be tutors. In some case, alternative responsibilities will take the place of tutoring.

The minimum commitments required weekly are:

- 18 hours of lessons
- 2 hours games and/or activity involvement (one hour of that is expected to be an After School Activity or commitment such as taking sports teams away)
- 4.5 hours of tutor time (30 minutes each morning and 30 minutes on four afternoons)
- Participate in duties at break times and/or after school (usually 2 or 3)
- There will be cover requirements, rarely in excess of 1 or 2 hours per week
- Occasional extras such as parents' evenings or pupil social events

There may well be other permutations of the above, but hours should be similar. Of course, precise parity is impossible, and some flexibility is expected.

## **Further Details**

### *Teaching*

- To teach according to departmental schemes of work.
- To ensure that lessons are well prepared, efficiently resourced and appropriate to the ability level of the pupils.
- To pay close attention to specific areas which may be advised from time to time, for example, differentiation and delivery of components of the ADEC Student Competence Framework.

- To maintain good discipline at all times in accordance with school rules, and to use the school's sanctions system appropriately.
- To use the school's rewards system appropriately.
- To record pastoral or academic notes where appropriate.
- To set prep in accordance with School / Department policy.
- To assess pupils in accordance with School / Department policy.
- To mark work in accordance with School / Department policy.
- To ensure the classroom is a visually stimulating environment with displays, to include pupils' work, that are regularly updated.
- To be aware of cultural sensitivities.
- To develop (and share) teaching resources.
- To assist the HoD in areas such as preparing internal exams and schemes of work.
- To complete grading and reports as required in a timely manner.
- To liaise with colleagues on all matters of common concern regarding pupils and the curriculum.
- To follow the school's SEN and EAL policies.
- To liaise with parents as required, whether in writing, phone calls or meetings.
- To attend meetings as required.
- To attend CPD as required (and ideally to offer to lead CPD sessions).
- To keep up-to-date with school policy documents and procedures, such as fire evacuation.
- To cover lessons as required.

#### *Co-curricular Commitments*

- To be prepared to help with Games and/or Activities for a minimum of two hours per week (with at least one being an after school activity or accompanying an away team).
- To show an interest in the wider life of the school by attending occasional fixtures, plays or concerts, for example.

#### *Miscellaneous*

- To invigilate examinations as required.
- To carry out duties according to the termly duty rota. This typically involves three 30 minute duties, and may include a duty after school.
- All teachers will be a member of a House, and are expected to attend and support House events and meetings.
- To be present in school from 0715 each morning, and to sign out if leaving during the school day. Departure for the end of the day should not be before 1530 without permission and will, of course, very often be considerably later.
- Attend the appropriate staff briefings, meetings and assemblies.
- To maintain high standards of dress, particularly in respect of local sensitivities.
- Maintain discipline among pupils at all times and ensure their safety.

### *Tutoring (or an agreed alternative)*

- In addition to the above, most staff will be expected to be a tutor to a group of up to 18 children. This will involve a contact time of 6.5 hours per week, and occasionally extra time to write reports on tutees. See tutor's job description in the appendix.
- Some staff will not tutor, but will be required to make up an additional load similar to that of a tutor. Examples are:
  1. Music staff
  2. Academic extension staff
  3. PE Staff
  4. Housemasters
  5. Heads of Year
  6. Exams Officer
- To help make up the required hours, these staff will be required to supervise prep sessions and to provide cover for tutorial when tutors are absent, and to assist with exam invigilation etc.

## **Appendix**

### *Tutor's Job Description (for Y5 and above)*

- Morning routine, to include:
  1. Punctuality of pupils
  2. Monitoring absence
  3. Dress standard of pupils
  4. Dissemination of information to pupils
  5. Singing the UAE National Anthem
  6. A 1:1 tutorial scheduled at 07:30 if necessary
- Contribute to the daily 1530-1630 programme as required.
- Highlight the Cranleigh Code, and encourage tutees to abide by it at all times
- Deliver the PSHE programme prescribed for the year.
- Attend pastoral meetings as required
- Write reports on pupils as required (for Interims and Full Reports)
- Assist with writing pupil references
- Schedule and operate a minimum of one 10-15 minute 1:1 tutorial with each tutee every other week

- Tutors have the most important role in helping to track academic performance and raise standards. Critical to this is:
  1. Tutors being acutely aware of where their tutees are in terms of the Individual Performance Tracker and the Pupil Exam tracker.
  2. That the above is discussed with pupils after every set of grades, exams and reports on a 1:1 basis.
  3. That targets are set, and followed up, by tutors.
  4. That tutors are writing about the above in reports.
  5. Completion of the SCF Record Books.
  
- Monitor academic and pastoral notes and follow these up with tutees in an effective fashion, escalating up the chain as required.
- Communicate with parents over academic or pastoral issues as required.
- Liaise with parents to create a support and professional partnership that puts the child at the centre of all its decisions and processes.
- Tutors should be acutely aware of Child Protection Policy, and particularly vigilant for the welfare of their charges in this respect.
- Tutors should help pupils (and, if necessary, involve parents) achieve a satisfactory work / recreation balance by looking at the loading on pupils and the balance of what they are doing at school.
- Tutors are expected to attend events such as plays, sporting events, concerts and social events for their year group.