

Teacher (Secondary)

Secondary teachers at Leigh Academies Trust play a critical role in shaping the educational journey of every student. They create safe, engaging, and inclusive learning environments, deliver well-structured and challenging lessons, and maintain consistently high expectations for achievement and conduct. Through effective planning, assessment, and pastoral support, they equip pupils with the skills, knowledge, and confidence to succeed—both academically and personally. Teachers also contribute to the wider life and ethos of the academy, acting as role models and team players committed to continual improvement and professional growth.

Core Purpose

The core purpose of the secondary teacher is to place the education, wellbeing and success of pupils at the heart of everything they do. Teachers at Leigh Academies Trust are responsible for delivering high standards of teaching, learning, progress and conduct across the classroom and beyond. This includes creating a respectful, stimulating environment where pupils feel safe, supported and challenged; planning and delivering well-structured lessons informed by assessment; adapting teaching to meet diverse needs; and promoting outstanding progress for all learners. Teachers model professional behaviour and uphold high expectations for conduct, literacy, and effort. They manage behaviour positively, contribute to curriculum design, collaborate with colleagues and families, and engage actively in the life of the academy. They are also accountable for continuous self-improvement and professional development, supporting a culture of ambition, integrity and inclusion in every aspect of academy life.

Key Areas of Responsibility

1. Setting High Expectations

- Establish a safe, respectful, and stimulating classroom environment where all pupils feel valued, confident and willing to take learning risks.
- Set challenging academic and personal goals for pupils to strive toward their full potential.
- Model positive behaviours, attitudes, and values, serving as a consistent example to pupils.

2. Promoting Pupil Progress

- Take responsibility for pupil progress, attainment, and outcomes through impactful teaching and timely intervention.
- Build on pupils' prior knowledge and abilities to personalise learning and maximise engagement.
- Support pupils in reflecting on their learning, fostering metacognitive skills and ownership of progress.
- Apply evidence-based teaching strategies that recognise how pupils learn best.
- Equip pupils with strong work habits and study skills that support both academic and lifelong success.

3. Subject and Curriculum Knowledge

- Demonstrate secure and current knowledge of your subject and the relevant curriculum framework.
- Deliver engaging and accurate lessons that promote deeper understanding and address misconceptions.
- Keep up to date with subject developments and curriculum innovations.
- Promote high standards of literacy, numeracy, and digital literacy across your subject.

4. Planning and Teaching Well-Structured Lessons

- Plan and deliver lessons that are engaging, purposeful and well-sequenced, enabling pupils to retain key concepts.
- Inspire curiosity and a love of learning through rich classroom experiences and varied teaching approaches.
- Design meaningful homework and learning opportunities beyond the classroom.
- Reflect on the effectiveness of your practice to ensure continual improvement.
- Integrate technology to enhance learning, in alignment with the Trust's digital strategy.
- Contribute actively to curriculum design, sharing expertise to support the development of a high-quality learning offer.

5. Adapting Teaching to Respond to Pupils' Needs

- Use differentiation to ensure access to learning for all, including those with additional needs, higher prior attainment or English as an Additional Language (EAL).
- Understand and address barriers to learning, applying appropriate strategies to overcome them.
- Tailor teaching to pupils' developmental stages and learning styles.
- Be sensitive to social, emotional, and academic needs, ensuring inclusive practice across your classroom.

6. Assessment and Feedback

- Use a range of assessment strategies to accurately understand pupils' current knowledge and plan next steps.
- Employ both formative and summative assessment to monitor learning and inform teaching.
- Analyse pupil data to plan interventions, adjust teaching and support targeted progress.
- Provide timely, constructive feedback that enables pupils to improve and take ownership of their learning journey.

7. Behaviour for Learning

- Create and maintain clear rules and routines that support a calm and focused learning environment.
- Uphold consistently high expectations for conduct and mutual respect.
- Manage classrooms effectively to maximise learning time and pupil engagement.
- Build positive, respectful relationships with pupils, underpinned by appropriate authority and pastoral care.

8. Wider Professional Responsibilities

- Contribute to the broader life, ethos and success of the academy through enrichment, co-curricular activities and community events.
- Work effectively with colleagues, parents, carers and external agencies to support pupil learning and wellbeing.
- Lead or participate in tutor time or vertical tutoring where appropriate, understanding the wider pastoral needs of your pupils.
- Deploy support staff strategically to have the greatest impact on outcomes.
- Take ownership of your professional development and seek opportunities for continual improvement.
- Communicate clearly and professionally with all stakeholders to foster trust and shared commitment.

9. Professional and Personal Conduct

- Uphold the highest standards of integrity, honesty, and professional conduct in line with Trust and national expectations.
- Treat pupils with dignity and fairness, and maintain appropriate professional boundaries.
- Promote tolerance, equality, and British values, contributing to a respectful and inclusive school culture.
- Safeguard pupil wellbeing as a core responsibility, ensuring all actions align with statutory frameworks and academy policies.
- Be a positive ambassador for the academy, aligning with its ethos, vision, and community values.

Person Specification – Teacher (Secondary)

This section outlines the essential and desirable attributes expected for the role of a Teacher in a Secondary setting.

Qualifications and Training

Essential:

- 'O' Level/GCSE A–C pass grade/new grade Level 4–9 in English & Mathematics.
- Bachelor's degree in a relevant subject (ideally, 2:2 or better).
- DfE recognised Qualified Teacher Status.

Desirable:

- Experience working in a school setting prior to training.

Experience

Essential:

- Successful teaching experience at the secondary level (including teaching practice).
- Proven ability to plan effective lessons, develop appropriate resources, and assess pupil work to inform teaching and learning.

Knowledge and Understanding

Essential:

- Understanding of effective teaching and learning theory and practice.
- Knowledge of National Curriculum requirements at KS3 and KS4.
- Understanding of IB Middle Years Programme principles and practices (if applicable).
- Understanding of the importance of high expectations for pupil behavior and achievement.
- Knowledge of inclusive provision and practices to ensure all pupils can access the curriculum, including those with SEN, EAL, disabilities, and Pupil Premium.
- Understanding of the role of a Tutor.

Skills and Abilities

Essential:

- Ability to collaborate effectively with colleagues.
- Strong ICT skills.
- Ability to create a motivating and safe learning environment.
- Effective communication skills with pupils, parents/carers, and external agencies.
- Strong written and verbal communication skills.
- Ability to manage workload, prioritise tasks, and meet deadlines.
- Ability to motivate pupils and raise aspirations.
- Commitment to the academy's ethos, including success for all, safeguarding, equality, and professional development.

Personal Qualities and Attributes

A Secondary Teacher will bring **energy, resilience**, and a **deep belief in the potential of every pupil**. They will be **reflective, open to feedback**, and **committed to continuous personal and professional improvement**. With a **collaborative mindset** and a **proactive attitude**, they will build **strong relationships** and **contribute positively to team culture**. **Professional** in conduct, **approachable** in demeanour, and **driven** by purpose, they will demonstrate **integrity, adaptability** and a **relentless focus** on pupil success. Above all, they will model the values they wish to instil in their students—**curiosity, commitment, kindness, and ambition**.

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document](#) (Department of Education).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.