

Job title: Secondary Teacher

Month-Year
September 2025

Mission: To support the following BSB strategic Priorities

1. Care - Provide a caring and supportive environment that embraces diversity and equality so that our school community feels respected and able to thrive.
2. Community - Build a positive and welcoming community for all members of our school. Fostering and valuing collaborative partnerships with students, parents, and wider school partners, to drive and celebrate success.
3. Growth - Provide students with the opportunities, support and challenge to grow as individuals and to become successful young citizens. Develop an exciting and engaging environment in which staff reflect, innovate and create.
4. Learning - Develop a community where all members are active learners who embrace creativity, innovation and challenge.

Safeguarding: To comply with safeguarding policies, procedures and code of conduct. To demonstrate a personal commitment to safeguarding and student/colleague wellbeing. To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy. To engage in safeguarding training when required.

KPIs	Values	Functions	Skills
<ul style="list-style-type: none"> High quality lessons observed through PM cycle Student learner surveys indicate that students feel challenged and supported in lessons Students outcomes (both ongoing assessments and external exams) demonstrate Good Progress (VA measures) 	<ul style="list-style-type: none"> <i>Excellence:</i> We aspire to achieve excellence in everything we do, no matter how big or small <i>Collaboration:</i> Together, we are more aligned and more effective. <i>Respect:</i> We treat all with fairness, compassion and respect <i>Integrity:</i> We do what we say we will do. <i>Accountability:</i> We have a clear sense of what is expected of us and we do our utmost to deliver, taking our responsibilities as educators seriously. 	<p>As a BSB teacher you will be expected to follow the guidelines set out in the Cognita Teaching Toolkit. This includes clear expectations for planning, assessment, relationships, lesson delivery and wider professional duties.</p> <p>You will also be expected to contribute towards helping to deliver the whole school strategic priorities. You will be expected to do anything reasonable required by the Headteacher and the Executive Principal.</p> <ol style="list-style-type: none"> 1. As a teacher: <ul style="list-style-type: none"> Teach lessons from KS3, 4 and 5, modelling and delivering outstanding practice in your own subject area in an innovative and inspirational way. To have high expectations of all students and to track progress based on relevant data, observations and a wide range of assessments. To maintain discipline in accordance with the school's procedures and encourage good practice with regard to punctuality, behaviour and standards of work. To assess students' work in line with school policies and procedures, referring to student performance targets. 2. Wider faculty contribution <ul style="list-style-type: none"> Support the delivery of the vision for your Faculty and BSB more widely. This should translate into high quality learning sequences which engage students, develop student knowledge and skills and help students to become independent learners. Support the collaborative planning within your Faculty, developing an exciting and engaging curriculum. Support robust and formative assessment systems within your Faculty and support the programme for intervention. Contribute towards professional development conversations of others within your team and actively seek opportunities for your own personal development. 3. Other responsibilities <ul style="list-style-type: none"> To continue your personal development and participate in the school's staff development programme. To engage actively with the school's performance management programme. To attend staff meetings, open evenings, and parents' evenings. To attend morning assemblies and staff morning briefing unless on duty. As a tutor you should support the pastoral care for your form group, seeking to help individuals' character development. 	<ul style="list-style-type: none"> Strong organisational skills Ability to work and contribute in a team Ability to manage change sensitively and effectively Initiative, passion, creativity and optimism High commitment to raise the standards of academic achievement of all pupils Clear understanding of effective teaching, learning and assessment techniques An instinctive commitment to the safeguarding of young people, and an up to date knowledge of child protection procedures You still love working with children

Profile:

- Qualification: Batchelors Degree with QTS or International equivalent essential.
- Knowledge/experience: Teaching experience in Secondary School at all three key stages desirable. Knowledge of both IB and A Level desirable. Some vacancies are also suitable for someone recently qualified.
- Competences: Self-awareness and reflection, Learning Focus, Personal Drive, Integrity, Resilience, Partnership/Team working
- Languages: English essential and Spanish desirable.

Hierarchical dependency:

- Direct Report: DoL
- Indirect Report: DHT/AHT

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks, to the maximum extent permitted by law will be undertaken before any appointment is confirmed.

Signed: Name (Print): Date: