Secondary Teacher- Job Profile

All this collected research evidence in this post has been sourced by the websites listed:

- http://www.educateteachertraining.co.uk/route
- https://www.ucas.com/ucas/teacher-training/finance-and-support
- https://www.gov.uk/national-curriculum
- https://www.prospects.ac.uk/job-profiles/secondary-school-teacher

JOB PROFILE: This information has been sourced from: https://www.prospects.ac.uk/job-profiles/secondary-school-teacher.

Secondary school teachers teach national curriculum subjects to pupils aged 11 to 18. Teachers support, observe and record the progress of their class. They also plan lessons in line with national objectives, with the aim of ensuring a healthy culture of learning. A secondary school teacher must keep up to date with developments in their subject area, new resources, methods and national objectives. The role involves liaising and networking with other professionals, parents and carers, both informally and formally.

Responsibilities required during a working day: (Day to day activities)

- preparing and delivering lessons to a range of classes of different ages and abilities;
- marking work, giving appropriate feedback and maintaining records of pupils’ progress and development;
- researching new topic areas, maintaining up-to-date subject knowledge, and devising and writing new curriculum materials;
- selecting and using a range of different learning resources and equipment, including podcasts and interactive whiteboards;
- preparing pupils for qualifications and external examinations;
- managing pupil behavior in the classroom and on school premises, and applying appropriate and effective measures in cases of misbehavior;
- undertaking pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties;
- communicating with parents and carers over pupils’ progress and participating in departmental meetings, parents’ evenings and whole school training events;
- liaising with other professionals, such as learning mentors, careers advisers, educational psychologists and education welfare officers;
- supervising and supporting the work of teaching assistants, trainee teachers and newly qualified teachers (NQTs);
• participating in and organizing extracurricular activities, such as outings, social activities and sporting events;
• undergoing regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD).

**Working hours required:**

• Thirty nine weeks of the year are allocated for teaching.
• Working hours vary between different schools most start from 8.30am- until 3.30 or 4pm. (Most teachers will arrive and finish later than the school days to plan, prepare and mark work.
• Full time teachers work a period of 5 full days a working week.
• Part time teacher vary and are flexible.
• 14 weeks per year teachers have away from the classroom; this time is for used effectively for teachers to marking, planning and preparation.

**What’s involved in this career pathway:**

• Attendance at Parents’ evenings.
• preparation for Office for Standards in Education, Children’s Services and Skills (Ofsted) inspections
• Educational trips- opportunities for overseas travel.
• Secondary school teachers do not necessarily have a base classroom and may have to carry books and equipment from room to room between lessons.
• Trips with pupils or staff development opportunities may occasionally involve staying away from home and/or overseas travel.

Qualifications- ROUTE OPTIONS!

**Secondary Education (PGCE) or Professional Graduate Diploma in Education (PGDE).** Courses are available in many universities. Applications open in Autumn time and is completed VIA UCAS teacher training. [https://www.ucas.com/ucas/teacher-training/apply-and-track](https://www.ucas.com/ucas/teacher-training/apply-and-track).

**School-centered initial teacher training (SCITT)** (England and Wales only) – schools devise their own training programme in partnership with their local education authority (LEA) and an HEI.

**Teach First** – gives the opportunity to teach for two years in challenging schools and complete a PGCE, after which you can either stay in teaching or move on to roles in the public sector or business.

**School Direct – a school-based training route.** The expectation is that participants will go on to work in the school, or partnership of schools, in which they trained. In most, but not all cases, a PGCE accredited by a higher education institution (HEI) will be awarded.

**Professional development**

Initial teacher training (ITT) combines theoretical learning with at least 24 weeks’ teaching practice in schools and can be undertaken in a variety of ways.

Newly qualified teachers (NQTs) serve a three-term induction or probationary period of assessment, usually completed in a single school year, after which qualified teacher status (QTS) is confirmed. This is a period of rapid, supported development and additional assistance, consolidating what has been learned in teacher training. It is comprised of two main aspects:
- An individual programme of professional development and monitoring;
- An assessment against the national induction standards.

During the induction period, NQTs are monitored and supported, have a reduced timetable, and work on areas identified for development during their teacher training.

**Career prospectus - Employability and progression**

Career progression may be through a specialist curriculum or pastoral role, or by moving into management. Teachers may become heads of department, heads of year or coordinators of a cross-curricular area, such as special needs or careers education, as well as subject or professional mentors for trainee teachers on placement.

ASTs are recognized through external assessment as having excellent classroom practice and they share their knowledge and expertise with colleagues in their own schools and other schools in the locality. They receive additional pay and increased non-contact time.

Accelerated leadership development programs, including the National Professional Qualification for Headship (NPQH) for teachers who are aiming to become head teachers or principals are provided by the [National College for School Leadership](#).

Some teachers move out of schools and into other related jobs, such as further education lecturing, school inspection with the Ofsted, advisory or consultancy roles, initial teacher training, or administration in local education authorities (LEAs) or examination boards.

Organizations such as museums, art galleries and zoos employ teachers as education officers. There are some opportunities for self-employment, which include private tutoring, writing educational materials or running a small private school.

Employers outside education value many of the skills gained through teaching. Some teachers retrain for other careers, such as:

- social work;
- the police;
- guidance work;
- Management roles within the public or private sector.