



Job Description

JOB TITLE: Class Teacher (Inclusion teacher and PPA cover) for the Brighter Futures Learning Partnership Trust (Based at Dunsville School)

GRADE: MPS - UPS

RESPONSIBLE TO: The Head teacher and Brighter Futures Learning Partnership Trust

SUPERVISORY RESPONSIBILITY: All teachers must uphold the standards of personal and professional conduct at all times, ensuring honesty and integrity prevails in every situation. Teachers must maintain appropriate professional boundaries and respect the unique position of trust as a teacher at all times.

Main purpose of the post

- Work as a member of the team to ensure a high standard of education provision for pupils
- To be an excellent classroom practitioner and lead by example at all times
- Actively participate in whole school self-evaluation and school improvement planning
- To be responsible for promoting and safeguarding the welfare of children and young people within the school.
- Undertake duties of a class teacher as specified within the school.
- Work with colleagues to monitor children's progress and attainment and continue to raise standards.
- Be responsible for leading and co-ordinating curriculum development, planning, teaching and learning within key stage assessments, to have a thorough grasp of the national curriculum and seek to raise attainment
- Make a positive contribution to the wider life and ethos of the school
- Develop effective professional relationships with all key stakeholders including colleagues/parents/partners/external bodies and the wider community.
- Demonstrate consistent high standards of personal and professional conduct, acting within the statutory frameworks which set out their professional duties and responsibilities.
- To work alongside the SENCO, to monitor curriculum provision for vulnerable pupils for appropriate coverage and quality provision.
- To take a lead in working with vulnerable pupils to accelerate progress and ensure a nurturing approach is taken.
- To provide pastoral support for vulnerable pupils and their families.
- To liaise with other agencies including Early Help, act as Lead Practitioner, when appropriate, for families requiring multi-agency support.

- To be responsible for the coaching, mentoring and training of any new associate staff undertaking support with vulnerable pupils.

Leading, Teaching and Learning - specific responsibilities

- To consistently provide high standard teaching, curriculum planning to extend and build pupils' knowledge.
- Be responsible for the teaching of pupils, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement.
- To have excellent subject knowledge and use imaginative teaching strategies that match individual needs and engage pupils in challenging tasks
- Deliver intervention sessions with groups of children or 1:1.
- Be responsible for inclusion and pastoral support within school liaising with the SENCo and senior leaders.
- To assist with the development and enhancement of the classroom practices in all curriculum areas
- Ensure that the curriculum is broad and balanced and meets the needs, aptitudes and interest of pupils, promoting successful progression within the key stage
- To work with teachers within the key stage to provide high quality learning setting high expectations and establishing a stimulating environment for pupils.
- To know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Manage behaviour effectively to ensure a good and safe learning environment, establish a framework for discipline with a range of strategies.
- Demonstrate an ambitious vision for the school and strive for high expectations for every pupil by setting high standards and leading by example in all areas of work.
- Ensure that a consistent approach to policies and procedures is adhered to
- Work effectively at all times with the governing body, parents, members of staff and other schools as representative of the school.
- To focus on improving teaching and learning to pursue excellence for the school.
- To effectively manage and deploy support staff, financial and physical resources within the key phase to support the delivery of the curriculum
- Ensure that deadlines are met on a timely basis.

Safeguarding

- To acknowledge that the Safeguarding of pupils is at the forefront of the School and to continually promote safeguarding on a daily basis
- To be continually alert to any behaviour which is a cause for concern
- To comply with the school safeguarding policies ensuring that they are used as a live document of everyday life in the school

- To report any concerns, rumours, inappropriate behaviour to either the head teacher, any member of SLT or the DSL.
- To promote a culture of raising concerns and supporting pupils and colleagues to bring any concerns to the attention of any SLT member in the school.
- To champion a culture of safeguarding children in every duty that you undertake, making sure that appropriate policies in school are followed at all times
- To understand, uphold and continually champion Fundamental British Values in the school, modelling the behaviours that as a school we value.
- To challenge any behaviour that is in contrast to the Fundamental British Values.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive, as the postholder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post, without changing the general character of the post. Dependant on need, you may be deployed across the Trust

The School is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks.



Person Specification

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Qualifications	Essential	Desirable
<ul style="list-style-type: none"> • Qualified teacher status • Commitment to continuing professional development • Good degree • Evidence of relevant in-service training 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓
Relevant experience		
<ul style="list-style-type: none"> ➤ Proven record as an effective classroom practitioner across all key stages. ➤ Relevant experience in Inclusion and in providing pastoral support ➤ Experience of liaising with other agencies 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	
Special knowledge & skills		
<ul style="list-style-type: none"> ➤ Good knowledge of planning, teaching and assessing against the NC objectives ➤ Good knowledge of AfL principles ➤ Good communication skills ➤ Able to promote positive behaviour strategies ➤ Compliance with the school's policy for the protection and safeguarding of children ➤ To motivate and inspire children ➤ A willingness to work throughout the primary school ➤ Ability to develop a subject leadership role ➤ Ability to plan and deliver interventions to groups or 1:1 ➤ Ability to form relationships to support the pastoral needs of pupils and parents. ➤ An understanding of the principles of accelerated learning techniques ➤ Ability to contribute to a specific curriculum area. 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ ✓
Disposition		
<ul style="list-style-type: none"> ➤ High expectations of self and others ➤ Enthusiastic, reflective, organised and versatile 	<ul style="list-style-type: none"> ✓ ✓ 	

➤ Commitment to raising standards	✓	
➤ Sensitive to children's needs and nurturing vulnerable pupils	✓	
➤ Committed to Continuous Professional Development and is evaluative; able to reflect on past experiences	✓	
➤ Respects the need for confidentiality	✓	
➤ Works collaboratively and supportively with colleagues within the school and other agencies	✓	
➤ Able and willing to work as part of a school team	✓	
➤ Able and willing to use own initiative	✓	
➤ Able and willing to respect confidentiality	✓	
➤ Able and willing to motivate a small team of adult helpers	✓	
➤ Able and willing to be involved in the wider school community	✓	
➤ A good sense of humour	✓	
Personal circumstances		
➤ Circumstances should not in any way preclude attendance at evening meetings and other in-service commitments	✓	

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How to Apply

Thank you for considering joining our trust. Further details and application forms are available by visiting our website at brighterfutureslpt.com. If you feel you are the person we are looking for, please complete a Brighter Futures Learning Partnership Trust application form (**CV's will not be accepted for this post**) and add a concise letter of no more than two sides of A4 addressing the following:

- Why you are applying for this position.
- How your experience to date will enable you to successfully take on the role.
- What you see as the barriers to success and how you will overcome these.

Good luck with your application.