

# Job Description



Academy	Hanley St Luke's CofE Academy
Position	Classroom Teacher
Salary	MS1-MS6
Contract	Full Time, Permanent.
Responsible to	Headteacher

All staff have a pivotal role to play in every student's spiritual, moral, social and cultural development. Through our mission to ensure that every student experience's life in all its fullness, we ensure that we support each student through the promotion of our Christian values. This mission and our values underpin the work of every member of staff in all of our academies.

The duties outlined in this job description will be reviewed with the post holder on an annual basis in line with the academy's performance management procedures. It may be modified by the Principal with the agreement of the post holder, to reflect or anticipate changes in the job commensurate with the salary and job title.

## Specific responsibilities for all teachers

### Teaching and Learning

- Manage student learning through effective teaching in accordance with the academy's T&L model;
- Teaching with due regard to current Health and Safety legislation;
- To contribute to the development of schemes of work so they are up to date and ambitious for the students. In the case of KS3, ensure that the subject curriculum is at least as ambitious as the National Curriculum offer. In the case of KS4 and KS5 ensure that the curricula matches the requirements of the chosen external examination bodies for certification purposes;
- To use and apply clear, effective and research informed (where appropriate) content pedagogy, especially where the content relates to key skills and knowledge;
- Teaching the full range of KS3, KS4 and KS5 classes according to their educational needs, the students assigned to them, including the setting and marking of work to be carried out by the student in the school and elsewhere;
- Promoting the general progress and well-being of individual students and of any class or group of students assigned to them;
- Advising and co-operating with the Principal and other teachers, as well as other adults providing in-class partnership teaching, on the preparation and development of courses of study, teaching materials, teaching programmes, schemes of learning, methods of teaching and assessment and pastoral arrangements;
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements. Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials;
- To support the embedding of cross curricular initiatives within lesson planning and delivery :
  - Numeracy across the curriculum
  - Reading for pleasure
  - STEAM: Science, technology, engineering, art and mathematics
  - Literacy across the curriculum (including spag)
  - CEIAG: Careers education, information and guidance
  - RSHE: Relationships, sex and health education
  - Christian distinctiveness
- Taking such part as may be required of them in the review, development and management of activities, relating to the curriculum, organisation and pastoral functions of the school and
- To develop and implement extra curriculum provision, both intervention and extra-curricular to raise students participation and engagement in all areas of the subject delivered.

## **Assessment, Tracking Student Progress & Reporting To Parents /Carers**

- To meet all assessment data deadlines;
- To identify under achieving students/ vulnerable student groups and develop strategies (through quality first teaching, in the first instance) to overcome this;
- Participating in arrangements for preparing students for public examinations and in assessing students for the purpose of such examinations; and participating in arrangements for and supervision during such examinations;
- Assessing, recording and reporting on the development, progress and attainment of students;
- Providing or contributing to oral and written assessments, reports and references for individual students and groups of students;
- Keeping records of the achievement and progress of students;
- Keeping records of, and profiles on, the personal and social needs of students and
- To support Hub Leader/ Head of department with results analysis and the development of the department's/ hub's action plan.

## **Pastoral Support & Guidance**

- To consistently work to those systems and processes that are in place to safeguard students;
- To communicate and liaise with parent / carers regarding the progress of students;
- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- To apply fairly and consistently, the behaviour policy for the school; where necessary, liaising with Heads of Year and / or the pastoral team;
- Maintaining good order and discipline among students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised activities elsewhere;
- Attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school sessions and
- To act as a form tutor to a designated group, supporting students in achieving the highest possible standards through setting and monitoring challenging targets.

## **Professional Growth & Continuous Professional Development**

- Ensure adherence to the Teacher Standards;
- To engage in personal and collaborative CPD, making full use of:
  - CPD sessions
  - The T&L experts/ coaches
  - Online portals including National College and National Online Safety;
- Regularly reviewing the impact of their methods of teaching and programmes of work;
- Participating in arrangements for performance management including:
  - Adopting an open, honest and transparent approach to professional growth
  - Supporting and engaging with drop-ins/ observations
  - Driving initiatives for the third objective which align themselves with the school's SDP;
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for her/his supervision and training. This includes:
  - Attending calendared induction and follow-up sessions throughout the year
  - Fully engage with the school's ECF programme (ects only)
- Working towards meeting of Threshold Standards and/or evidence of meeting the criteria for UPS and tlr's;
- Ensure all 'Professional Growth' objectives, reviews, meetings and CPD sessions are logged and updated on SISRA Observe and
- Undertake any reasonable direction from the Principal.

## **Operational Responsibilities**

- To support and uphold academy policies.
- Promote and safeguard the welfare of children and young persons you come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with student needs as appropriate during the academy day.

Post holder signature	
Principal signature	
Date	

## Person Specification

Essential Criteria	Measured by
<b>Experience</b> <ul style="list-style-type: none"> <li>• Experience of teaching within a primary class environment</li> <li>• Experience of effective involvement with parents</li> <li>• Experience of working with children across the primary age range</li> </ul>	Application form / Interview
<b>Qualifications/Training</b> <ul style="list-style-type: none"> <li>• Graduate with qualified teacher status</li> </ul>	Application form / Interview
<b>Knowledge/Skills</b> <ul style="list-style-type: none"> <li>• An awareness of current practice in reading, writing, phonics (Read Write Inc), vocabulary and a knowledge led curriculum.</li> <li>• Understanding and use of data to assess and inform teaching and learning</li> <li>• A thorough understanding of what constitutes high quality KS1/2 learning environment, the characteristics of effective teaching, and strategies for raising standards and outcomes for children</li> <li>• A clear understanding of the National Curriculum</li> <li>• Good practice in the monitoring, assessment, recording and reporting of pupils' progress</li> <li>• Knowledge and understanding of statutory requirements in the areas of Equal Opportunities, Health &amp; Safety, SEN and Safeguarding in line with the School's Policies</li> <li>• The theory and practice of providing effectively for the individual needs of all children (e.g. Classroom organisation and learning strategies)</li> <li>• Knowledge of the National Curriculum requirements at KS1/2</li> <li>• Knowledge and understanding of how to promote positive links with and amongst all stakeholders</li> <li>• Knowledge of statutory requirements for the end of Key Stage 1/2 and have experience of working with these</li> <li>• Knowledge of how to support children with specific Special Educational Needs</li> <li>• Excellent classroom practitioner</li> <li>• Good organisational and personal management skills</li> <li>• Effective planning, teaching, observation and assessment</li> <li>• Effective behaviour / classroom management</li> <li>• An ability to demand high standards</li> <li>• Ability to work independently and be a team player</li> <li>• Establish and develop close relationships with parents, governors and the community</li> <li>• Ability to enthuse and direct pupils and staff towards raising expectations and levels of achievement</li> <li>• The ability to meet deadlines</li> <li>• Good IT skills</li> <li>• Develop and contribute to good personal relationships within the foundation stage team</li> <li>• Communicate effectively (both orally and in writing) to a variety of audiences</li> </ul>	Application form / Interview
<b>Behavioural Attributes</b> <ul style="list-style-type: none"> <li>• Positive, caring attitude, enthusiasm and sense of humour</li> <li>• Takes initiative and is self-motivated</li> <li>• Works in ways that promote equality of opportunity, participation, diversity and responsibility</li> <li>• A commitment to the Christian ethos and values of Three Spires Trust.</li> <li>• To display a responsible and co-operative attitude to working towards the achievement of aims and objectives of Three Spires Trust.</li> <li>• An ability to respect sensitive and confidential work</li> <li>• Commitment to own personal development and learning</li> <li>• The post holder will require an enhanced DBS</li> </ul>	Application form / Interview

*Note 1: In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:*

- *Motivation to work with children and young people.*
- *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
- *Emotional resilience in working with challenging behaviours and*
- *Attitudes to use of authority and maintaining discipline.*