

## Job Description

<b>Post Title:</b>	<b>Class Teacher</b>
<b>Location:</b>	<b>Chellaston Fields Spencer Academy</b>
<b>Salary/Pay Range:</b>	<b>M1 – m2</b>
<b>Hours of work:</b>	<b>Part Time, Fixed Term Mat Cover.</b>
<b>Reporting to:</b>	<b>John Sheard – Principal</b>

## Purpose of Role

Working as part of this important team and in partnership with the Principal, the candidate will:

- Be committed to providing the best learning experience for all children at Chellaston Fields Spencer Academy
- Continue to develop the school approaches and work of being a centre of excellence
- Support and contribute to the school's commitment to enhancing the learning provision, experience and outcomes, enabling all children to have the best possible start and life chances

## Nature and Scope

Working as part of this important team you will be required to carry out the following duties. The nature of the Academy Year requires some of these tasks to be done regularly whilst others will be on an annual cycle.

The post holder will be expected to use all Trust standard computer hardware and software packages where appropriate. Specific responsibilities include:

## Main Duties and Responsibilities

### Professional Expectations

- Be part of a learning environment and have a love of learning for its own sake
- Be aware that learning is an interaction of numerous variables, most of which are personal
- Be aware that learning is an individual and subject process
- Know that learning is not linear
- Develop a vocabulary and agreed principles for constructive feedback for students and parents
- Make explicit your expectation of students
- At all times recognise and implement all school policies consistently and fairly, e.g. marking, spelling, report writing, homework
- Arrive on time, welcome students and start with encouraging and achievable activities
- Protect the learning of students by challenging all disruptive behaviour in the agreed manner and dealing with situations where the learning of students is being adversely affected
- Regularly review own performance and lesson content
- Have high academic and behavioural expectations for all students
- Know the learning needs of students and keep up to date with current knowledge and models of how we learn

- Produce lessons which encompass a wide variety of learning strategies
- Re-evaluate your work as a teacher in the light of student outcomes
- Provide opportunities for spiritual, moral and cultural development
- Promote an understanding of the use of ICT
- Advice, take advice from and liaise with support staff

### **Teaching and Learning**

- Provide regular opportunities during lesson for students to review their progress
- Be aware that there are numerous outcomes to any learning activity
- Start each lesson by communicating to the students a clear review of what has gone before, a preview of what is to come, specify the outcomes for the lesson in a motivational way
- Provide opportunities and activities which encourage independent learning skills
- Encourage students to challenge themselves and then learn from their mistakes
- Create a visually stimulating and helpful learning environment
- From subject specific schemes of work, produce lessons which are appropriate to the learning needs of individual classes
- Encourage peer coaching
- Be aware of the basic difference of how boys and girls learn, different intelligence and learning strategies
- Make effective use of comprehensive and differentiated schemes of work
- Engage emotions of students in the knowledge that learning has to engage the heart as well as the mind and that students have to want to learn
- Teach the student thinking skills
- Use appropriate strategies for delivering content
- Use examples which learners can readily recognise

### **Mentoring and Student Progression**

- Encourage students to keep a portfolio of success stories
- Carry out careful monitoring/assessment of students through accepted procedures, including attendance
- Through the careful marking of work, providing 1:1 sessions with students, written reports and parent consultations, offer regular and appropriate feedback which is authentic, specific and thorough and will help students meet their learning goals
- Ensure that students review their learning experiences in order to inform their future learning goals through the setting of personal performance targets
- Hold 1:1 mentoring interviews with students to reflect on successful outcomes and to set appropriate learning targets for improvement in line with school policy
- Provide opportunities for spiritual, moral and cultural development
- Promote an understanding of the use of ICT

### **General**

- Work in a professional manner and with integrity and maintain confidentiality of records and information.
- Maintain up to date knowledge in line with national changes and legislation as appropriate to the role.
- Be aware of and comply with all Trust policies including in particular IT, Health and Safety and Safeguarding.
- Participate in the Trust Professional Performance Review process and undertake professional development as required.

- Adhere to all internal and external deadlines.
- Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role.

**In consultation with the Executive Principal and Principal, to act as leader of Phase by:**

- Leading by example and be an Outstanding Role Model both as Teacher and Phase Leader.
- Ensuring close links and planning between all Phase Leaders.
- Being the lead professional for teaching and learning across the Phase.
- Leading pupil progress, assessment and data in conjunction with the Principal and Vice Principal for Teaching and Learning.
- Being committed to raising the quality of teaching and learning across the school.
- Participating in the development and implementation of the Individual Evaluation Form and school development plan and to take part in the decision and policy making process.
- Being responsible for the day-to-day management of behaviour within the Phase.
- Building links with other providers to ensure that the emerging excellent practice is known by all and used by others to inform their professional development.
- Building effective relationships with parents/carers and dealing with day-to-day issues as they arise.
- Ensuring that parents/carers are well informed about the curriculum, targets, children's progress and attainment.
- Keeping Phase staff informed of future planning and co-ordinating Phase.
- Reporting to governors on relevant issues particular post.
- As part of the Senior Leadership Team, planning and leading CPD relevant to staff and pupil needs, including INSET
- Upholding the Trust and Academies policies and equal opportunities.
- Working alongside subject leaders and the Senior Leadership Team in development of curriculum areas and overseeing the implementation of long, medium and short term plans within the phase.
- Supporting and mentoring ECT's and new staff within school.
- Negotiating and managing a budget for appropriate resources to support learning.

**Note:**

The duties and responsibilities of the post may vary from time to time according to the changing needs of the school. The Phase Leader section of the job description may be reviewed at the discretion of the Head of School in the light of those changing requirements and in consultation with the post holder and Governing Body.

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**

Name

February 2021

Signature

Date

**Person Specification**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications and experience</b>		
<b>Knowledge and skills</b>		
<b>Personal qualities</b>		
Excellent interpersonal skills with the ability to maintain strict confidentiality	✓	
Initiative and ability to prioritise own work and that of others to meet deadlines	✓	
Efficient and meticulous in organisation	✓	
Able to follow direction and work in collaboration with the leadership team	✓	
Able to work flexibly, adopt a hands-on approach and respond to unplanned situations	✓	
Ability to evaluate own development needs and those of others and to address them	✓	
Commitment to the highest standards of child protection and safeguarding	✓	
Recognition of the importance of personal responsibility for health and safety	✓	
Commitment to the Trust's ethos, aims and whole community.	✓	