

# Role Profile & Person Specification

**Job Title:** Teacher

**Responsible to:** Headteacher

**Terms and Conditions:** MPS

## Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

## Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

## Core Purpose

- To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities.
- To promote the aims and objectives of the school and maintain its philosophy of education.

## Key Areas of Responsibility

- To create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning.
- To plan, prepare and teach well-structured lessons in order to deliver the Curriculum ensuring breadth and balance in all subjects.
- To identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations.
- To promote good progress and outcomes for children.
- To demonstrate good curriculum and subject knowledge.

We are part of...

**WENSUM TRUST**

FOR CHILDREN, FAMILIES AND COMMUNITIES

# Role Profile & Person Specification

- To adapt teaching in response to the strength and needs of all children.
- To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, discipline and safeguarding.
- To plan opportunities to develop the social, emotional and cultural aspects of pupils' learning.
- To maintain a regular system of monitoring, assessment, record-keeping and report of children's progress.
- To prepare appropriate records for the transfer of pupils.
  
- To ensure effective use of support staff within the classroom, including volunteers.
- Contribute to whole school or Key Stage development.
- To be part of the whole school team, actively involved in subject leadership and in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements.
- To ensure that school policies are reflected in daily practice.
- To communicate and consult with parents over all aspects of their children's education; academic, social and emotional.
- To liaise with outside agencies when appropriate e.g. Educational Psychologist.
- To meet with parents and appropriate agencies to contribute positively to the education of the children concerned.
- To support the SLT in promoting the ethos of the school.
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- To make appropriate educational provision for children for children with SEN and those learning EAL
- To maintain a high standard of display both in the classroom and in other areas of the school.
- Have high expectations whilst taking into account the ability range of the pupils.
- Attend Parents' Evenings as appropriate to discuss the children's progress.
- Attend staff meetings and SEND meetings.
- Maintain displays of pupils' work and subject resources in the classroom.
- Take part in organising and supervising educational visits.
  
- Make an active contribution to whole school events.

## Safeguarding

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.

## Health and Safety

Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.

Co-operate with the employer on all issues to do with Health, Safety & Welfare.

# Role Profile & Person Specification

## Continuing Professional Development

In conjunction with the line manager, take responsibility for personal professional development, keeping up-to-date with developments.

Undertake any necessary professional development as identified, taking full advantage of any relevant training and development available.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown but, in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

## Person Specification

	Essential	Desirable
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>● Relational</li> <li>● Self-aware</li> <li>● Curious</li> <li>● Accepting</li> <li>● Empathetic</li> <li>● Reflective</li> <li>● Resilient</li> <li>● Collaborative</li> </ul>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>● QTS</li> </ul>	
<b>Experience</b>	EYFS/KS1 experience Experience of teaching children with a range of SEN	Jolly Phonics programme Relational approach to behaviour
<b>Skills/Knowledge</b>	A thorough up to date knowledge of a range of teaching strategies and how to implement them effectively.  A thorough understanding of the EYFS/KS1 curriculum and a range of assessment requirements and arrangements.	

# Role Profile & Person Specification

	<p>Knowledge of how to use formative and summative assessment to evaluate the effectiveness of teaching.</p> <p>Knowledge and understanding of the implications of equal opportunities, multicultural education and inclusion.</p> <p>Knowledge of computer software relevant to the curriculum.</p> <p>Knowledge of the legal requirements, national policy and guidance on safeguarding of children.</p> <p>Ability to work collaboratively as part of an effective team and support high standards of behaviour.</p> <p>Ability to communicate effectively with colleagues.</p> <p>Able to work on own initiative.</p> <p>Flexible and responsible approach, particularly with regard to Support Staff</p> <p>Ability to manage time effectively</p>	
<p><b>Other</b></p>	<p>The ability to converse at ease with members of the public and provide advice and information in accurate spoken English is essential to the post.</p>	