



JOB DESCRIPTION

POST TITLE:	TEACHER
PAYSCALE:	MAIN/UPS

GENERIC INTRODUCTION:

The following description of duties has been prepared to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. This job description is not a definitive list of responsibilities but identifies key components of the role. The post holder will therefore, be required to undertake other reasonable duties commensurate with the purpose and salary level of this post.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. The school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the school's Services.
4. The school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

As a Primary School teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the whole school and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards within your specialist subject area/across the curriculum.

You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a Classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.

In addition, for Teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting should be substantial and sustained.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will contribute to the overall ethos/work/aims of the school
- Will appreciate and support the role of other professionals
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting and standing
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

MAIN DUTIES AND RESPONSIBILITIES:

Teaching
To teach pupils according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the pupils.
Identifying effective intervention and mentoring strategies for pupils.
To mark and grade pupils work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
To use a variety of delivery methods, which will stimulate learning appropriate to pupil needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
Prepare pupils for internal and external assessments and examinations.
To undertake pastoral duties, supporting pupils on an individual basis through academic or personal difficulties.
Health, safety and discipline
To ensure a safe, secure and healthy environment for pupils
To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.
Whole school organisation and strategy
To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits.
To contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision.
Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.
Management of staff and resources
To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
To supervise and support the work of classroom support, teaching assistants, trainee teachers and Early Career Teachers (ECTs)
To efficiently deploy such resources as are allocated/delegated to you.
Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.
Professional Development
To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff.
Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.
Communication

To communicate with parents and carers over pupils' progress and participate in parents' evenings and whole school training events.

Working with colleagues and other relevant professionals

To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Designated Safeguarding Lead.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Be able to perform all duties and tasks with reasonable adjustments, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

	ESSENTIAL (E) /DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none">• Proven record of success as a good/outstanding Teacher (E)• An understanding and demonstration of barriers to learning and how those may be overcome (E)• Experience of managing pupil performance and intervention strategies to raise performance (E)• Previous teaching within primary education (E)• Experience of safeguarding and additional educational needs (E)
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none">• Honours degree or equivalent in relevant subject (E)• Qualified Teacher Status (E)• Professional qualification or relevant experience (E)
KNOWLEDGE/SKILLS	<ul style="list-style-type: none">• Excellent literacy, numeracy and IT skills (E)• Ability to communicate effectively with a range of internal and external stakeholders (E)• Good organisational skills to plan day to day and respond to the different needs of the children (E)• The ability to inspire and enthuse young children (E)• Patience and a caring nature (E)• The ability to work independently/as part of a team (E)• Ability to plan next steps for individual/groups of children following formative/summative assessments (E)

Safeguarding

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS) and an online check. We will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any perceived anomalies. We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references.

Inclusion

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

Visits to the school

Visits to the school are warmly welcomed by prior arrangement, you will not be disadvantaged if you are unable to visit. Please contact the school office via email: office@stm.bdat-academies.org to arrange a mutual appointment. The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

Applications

Please ensure that all parts of the application are completed via MyNewTerm. We do not accept CVs as part of the selection process. Please ensure that you demonstrate how your experience and skills make you suitable for the position.

Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff and governors. We carefully check all applications for anomalies.

Candidates who best meet the person specification will be invited to an interview. We will notify you via MyNewTerm with e-mail confirmation. If you are unsuccessful, you will also be informed.

References

We request references for all candidates who are invited to interview. Requests will be made at the same time that candidates are invited to interview. Your first referee should be your current or last, employer.

Interview Process

The interviews will be held at the school and will consist of tasks and a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity with you.

Final Selection

Following the tasks and formal interview, we will use the person specification as a guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

Offer of Employment

We will make a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing. Any offer is made subject to:

- Two references satisfactory to us
- A satisfactory DBS check
- A satisfactory online check

- Provision of proof of identity and qualifications

Induction and Probation

All new staff will be part of an induction programme including Safeguarding Child Protection Training as soon as possible after their start date and at least once every academic year thereafter.

All new staff will be subject to a probation period which will be outlined in the employment contract.

Record Keeping and data protection

Records will be kept of:

- Job description and person specification;
- Shortlisting criteria;
- Any interviews conducted, including interview notes and any scoring undertaken;
- Reasons for selecting and rejecting candidates.

The BDAT retention policy states that applications and interview notes for unsuccessful candidates are retained for a period of six months