



# JOB DESCRIPTION

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**TITLE:** Literacy Teacher (Primary Specialist)

**SALARY:** Teachers MPS / UPS

## **Purpose of Role**

To carry out the functions of a teacher in accordance with the Teacher Standards (part one and two below) and the stated aims and objectives of Farnborough Spencer Academy and the Faculty.

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

## **REPORTING**

The post holder will report to the Faculty Leader for their faculty area and the SENDCO.

## **WORKING TIME AND CONDITIONS**

These will be as specified in the latest Academy Teachers Pay and Conditions Document. Attendance at Academy functions beyond the working day within the directed time budget.

## **SPECIFIC RESPONSIBILITIES INCLUDE**

- To teach small groups of targeted KS3 students for a significant part of the week, specifically our nurture group.
- To identify and address gaps in students' understanding of literacy including phonological awareness, reading, vocabulary and language methods and plan to support these through the delivery of the curriculum.
- To support identified students to transition from KS2 to KS3 through additional support and adaptation of resources.
- To teach small groups of identified students in Key Stage 4 who require additional support with literacy or developing phonological awareness
- To ensure that the curriculum intent and implementation is appropriately differentiated and relevant to the needs of the learners.
- To facilitate a learning experience which provides students with the opportunity to experience success and achieve their individual potential.

## **MAIN DUTIES AND RESPONSIBILITIES**

### **PART ONE: TEACHING**

#### **A teacher must:**

#### **1 Set high expectations which inspire, motivate and challenge students**

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

#### **2 Promote good progress and outcomes by students**

- be accountable for students' attainment, progress and outcomes
- analyse students' data and exam performance to inform planning and intervention.
- plan teaching to build on students' capabilities and prior knowledge
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

#### **3 Demonstrate good subject and curriculum knowledge**

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

#### **4 Plan and teach well-structured lessons**

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework according to the Academy timetable and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### **5 Adapt teaching to respond to the strengths and needs of all students**

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### **6 Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking within the agreed time, and encourage students to respond to the feedback.
- follow the Academy's assessments reporting policies.

### **7 Manage behaviour effectively to ensure a good and safe learning environment**

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, in accordance with the Academy's behaviour for learning policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

### **8 Fulfil wider professional responsibilities**

- make a positive contribution to the wider life and ethos of the Academy including extra-curricular contribution and duties during break and lunch.
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

## **PART TWO: PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside Academy, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the Academy in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **PART THREE: PERSONAL TUTOR**

- To act as a personal tutor within the Academy's system.
- To provide 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 make records and reports on the personal and social needs of students.
- To communicate and consult with the parents of students.
- To communicate and co-operate with persons or bodies outside the Academy.
- To participate in meetings arranged for any of the purposes described above.
- To be responsible for the well-being and academic progress of their personal tutor group.
- To act as the first point of contact for parents.
- To monitor and improve attendance rates for the tutor group.
- To be responsible for the Academy's reward system within the tutor group.
- To meet regularly with the Head of year and Assistant Head of Year, and attend pastoral meetings
- To ensure that students follow the Academy's uniform policy.
- To ensure that students follow the Academy's rules and policies.
- To set a good example in terms of dress, punctuality and attendance.

### **PART FOUR: UPS TEACHER**

In addition to the teacher standards outlined in part one, a teacher paid on the Upper Pay Scale should:

- Provide a role model for teaching and learning.
- Make a distinctive contribution to the raising of pupil standards.
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning and achievement.
- Undertake action research or policy development which enhances practice or outcomes in the Academy through membership of Academy working parties and focus meetings.
- Provide coaching and mentoring to other teachers, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.
- Deliver high quality CPD sessions/training.
- Undertake lesson observations and providing feedback and appropriate follow up support.
- Engage in work scrutiny.
- Participate in regular and frequent commitment to cross-curricular or extracurricular activities.

### **PART FIVE: OTHER**

Cover - Except in the case of a teacher employed wholly or mainly for the purpose of providing such cover, cover is implemented according to Rarely Cover guidance

### **OTHER DUTIES AND RESPONSIBILITIES**

Carry out other duties that the Principal may reasonably request.

The job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

## Safeguarding

Ensure that you act according to the principles of best practice, and in accordance with the requirements of the Keeping Children Safe in Education guidance, as issued by the Department for Education.

### 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 Academy policies including in particular Health and Safety and Safeguarding.
- Participate in the Academy Appraisal 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.
- 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.**

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

<b>Name:</b>	
<b>Signature:</b>	
<b>Date:</b>	

## Person Specification

	Essential	Desirable	Evidenced by A, I, T
<b>Qualifications and experience</b>			
Qualified Teacher Status (or equivalent)	✓		A
Relevant Degree	✓		A
Evidence of commitment to continuing professional development	✓		A I
Relevant experience of employment or placement in Education	✓		A
Use ICT effectively and creatively to enhance learning	✓		A I T
Experience of data entry and extraction i.e. student data	✓		A I
Involvement in and organisation of wider school activities, including extra-curricular activities	✓		A I
Experience of working in a multi-cultural setting		✓	A I
Knowledge of recent initiatives and issues in education		✓	I
<b>Knowledge and skills</b>			
Ability to teach Literacy at a stage appropriate level	✓		A T
Ability to lead and design phonics intervention programmes for students across the key stages	✓		A T
Ability to teach English at Primary level and the ability to develop this so support transition	✓		A T
Knowledge of effective teaching, learning and assessment methods	✓		A I T
An understanding and ability to set realistic and challenging targets and be able to assess and review progress	✓		I T
The ability to promote good progress and outcomes for pupils	✓		T
Ability to communicate effectively with pupils, colleagues and parents/carers	✓		I A T
Demonstrable ability to problem solve and focus on identifying and acting on solutions	✓		I T
Demonstrable ability to prioritise	✓		I T
Ability to manage behaviour effectively	✓		I T
Ability to work within school-based systems and specified timelines	✓		A I T
Knowledge of SIMS management information system		✓	A I
<b>Personal qualities</b>			
Excellent interpersonal skills with the ability to maintain strict confidentiality	✓		I
Ability to work calmly under pressure	✓		I T
Ability to communicate clearly orally and in writing	✓		A I T
Confident, polite and friendly manner	✓		I
Good organisational and time management skills	✓		I T
Enthusiasm and commitment to teaching	✓		A I T
Ability to embrace innovation and change	✓		A I
Ability and willingness to contribute to whole school improvement programmes	✓		I
Able to follow direction and work in collaboration with the leadership team	✓		I T
Able to work flexibly, adopt a hands-on approach and respond to unplanned situations	✓		A I T
Commitment to the highest standards of child protection and safeguarding	✓		I