



Teacher - Primary

JOB DESCRIPTION

Post: **Teacher at Waltham Gateway Academy**

Scale: **MPR/UPR**

Accountable to: **PRINCIPAL**

Purpose of the post: *Carry out the duties of a class teacher as set out in the current School Teachers' Pay and Conditions Document and carry out such duties as the Principal may reasonably request.*

Teaching:

- Deliver high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of assessment in order to maximise progress and attainment of all learners.
- Understand how children and young people develop and how they progress, and understand that the rate of development and well-being of learners is affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Where relevant, work with colleagues to develop personalised educational programmes which enable pupils to access mainstream provision and support transition packages when required.
- Liaise with the SEND team to provide interventions for children.
- Maintain pupil records, ensuring information is accurate and up to date.
- Collaborate in a meaningful way with families (including those who are trauma-experienced) to build trust and confidence in the school and prioritise building relationships.
- Ensure that parents/carers are well informed about the curriculum, targets, and children's progress.

Behaviour:

- Promote high expectations of behaviour for all students, built on a foundation of effective, empathic relationships, routines and expectations, which are understood clearly by all our staff and pupils.
- Ensure high standards of student behaviour and courteous conduct in accordance with the Academy's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour that are rooted in relational approaches designed to support children and young people to behave well.

Relationships with children and young people

- Champion a trauma informed approach which aligns closely to the core vision and values of the school.
- Demonstrate high expectations and aspirations with regards to pupils with SEMH and complex needs.
- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Liaise with other teachers and support staff to develop strategies and techniques, teaching and learning styles that enable identified children to better access the curriculum and to reduce barriers to learning.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Safeguarding

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people, as outlined through Keeping Children Safe in Education and other legal documents.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- Liaise swiftly with the Designated Leads or a Designated Person for Safeguarding where there are safeguarding concerns about a child.

Communicating and working with others

- (a) Communicate effectively with children, young people and colleagues.
- (b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- (c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people

- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working, where appropriate.

Personal professional development

- Possess and maintain an excellent working knowledge of trauma informed principles and practice.
- Actively engage with a full range of CPD opportunities.
- Keep abreast of local and national initiatives, guidance and legislation that relates to SEN, trauma, SEMH and specialist provision.
- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

Assessment and Monitoring

- Understand the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Understand a range of approaches to assessment, including the importance of formative assessment.
- Understand how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Understand how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum

- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Lead in identified subject areas, as directed by the Principal in line with relative experience.

Trust expectations/ethos

- Consistently uphold the Trust's vision and values.

- Work in a professional manner with all colleagues, stakeholders and partners.
- Promote the ethos of the Trust both internally and externally.
- Insist upon the highest possible standards of dress and behaviour from students.
- Work with students and ensure that their highest possible educational attainment is reached.
- Promote the outcomes of Every Child Matters
- Seek constantly to maintain the Trust's image and to assist in promoting our values and ethos.

Notes:

This job description may be amended at any time in consultation with the postholder.

There may be a requirement to perform any other reasonable duty as directed by the Principal / Executive Principal / Chief Executive.



Teacher Person Specification

| Education and Training | Essential | Desirable |
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| Right to work in the UK | ✓ | |
| Degree Educated | ✓ | |
| Qualified Teacher Status | ✓ | |
| Relevant, up to date and recent continuing professional development | ✓ | |
| Experience | | |
| Relevant and successful experience across the Primary age range | ✓ | |
| Evidence of achieving the highest standards of attainment and progress | ✓ | |
| Experience of working with children with SEND, particularly Social, Emotional or Mental Health (SEMH) needs or those who have experienced trauma and Adverse Childhood Experiences (ACE's) | | ✓ |
| Experience of working effectively in a variety of school settings / phases. | | ✓ |
| Experience of planning and developing to support reluctant learners. | | ✓ |
| Experience of working successfully across a range of key stages within the academy. | | ✓ |
| Experience of working using trauma informed principles and approaches | | ✓ |
| Experience of teaching early reading, writing and maths. | | ✓ |
| Knowledge, Aptitudes and Abilities | | |
| Excellent knowledge of National Curriculum and on-going educational developments | ✓ | |

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| Ability to maintain and promote high standards across the academy. | ✓ | |
| Overcoming barriers to learning for pupils. | ✓ | |
| Knowledge and understanding of current curriculum developments and their implications, including awareness of all statutory requirements | | ✓ |
| Knowledge of attachment, relational practice and trauma informed approaches. | | ✓ |
| Excellent strategies for discipline. | ✓ | |
| Ability to promote positive behaviour for learning and ensure that effective strategies for student behaviour, guidance, support and welfare are in place. | ✓ | |
| An outstanding classroom practitioner with awareness of effective teaching methods and how to drive improvements in teaching and learning | ✓ | |
| Good organisational and interpersonal skills, specifically empathy. | ✓ | |
| Excellent literacy skills. | ✓ | |
| Ability to work flexibly and adapt to the changing needs of the academy. | ✓ | |
| Evidence of outstanding curriculum implementation. | ✓ | |
| A strong commitment to raising standards of attainment with a knowledge of appropriate strategies. | ✓ | |
| Flexible in approach and willing to learn and develop new skills. | ✓ | |
| Ability to lead by example and be an exemplary, professional role model for all staff. | ✓ | |
| A commitment to equal opportunities throughout the academy. | ✓ | |
| Beliefs, Attitudes and Personal Qualities | | |
| An unwavering commitment to upholding the highest standards of professionalism, and the dedication, resilience and adaptivity to navigate the challenges of the role. | ✓ | |

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| The intellect, energy and imagination to create a climate of innovation that is at the forefront of educational practice. | ✓ | |
| The ability to remain calm and methodical under pressure, prioritising effectively and consistently making informed decisions. | ✓ | |
| Commitment to championing our principles of trauma awareness and relational learning; building strong, trusting relationships with our children to create a safe learning environment. | ✓ | |
| Commit to professional supervision to support own emotional health and maintain resilience. | ✓ | |
| A strong desire to ensure children, who have often had negative experience of education, are able to develop their skills and confidence to the very best of their abilities. | ✓ | |
| The physical and emotional resilience to support children with complex needs, taking a non-judgemental, curious approach. | ✓ | |
| Commitment to following pedagogical research and the use of evidence-based research to raise educational standards. | ✓ | |
| Hold and promote ambitious expectations for all students with additional and special educational needs and disabilities. | ✓ | |
| Ability to create a nurturing and empathic approach to teaching, prioritising child-centred relational approaches. | ✓ | |
| An excellent communicator, capable of inspiring and engaging all stakeholder groups including students, parents/carers, staff, governors and the wider community | ✓ | |
| The capacity to be critically reflective and evaluative in order to accurately identify strengths and priorities for development | ✓ | |
| Highly competent presentation, public speaking and written communication skills | ✓ | |
| Commitment to providing a safe and positive environment for all learners, in which safeguarding is prioritised at all levels | ✓ | |

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| The desire to embrace, uphold and promote the core purpose, commitment and values of Lincolnshire Gateway Academies Trust | ✓ | |
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