



Job Description

Post: PPA/Management release Teacher

Salary: TMS 1-6

Disclosure Level: Enhanced DBS

Key Relationships: Professional relationships will need to be built and maintained with pupils, other staff in school, parents and governors. Teachers may be required to work alongside external professionals to secure best outcomes for children in your care.

Purpose: To deliver The National Curriculum to all primary aged children and be a strong advocate for ensuring that all children receive an excellent education.

Responsible to: The Headteacher, members of the senior leadership team (SLT) and the trustees

Responsible for: The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities

Location: Stratford Primary School

Main purpose of the job

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012)
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document.

Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process.

Working with the Headteacher and leadership team, to implement the strategic vision for primary education across the CAT family of schools so that they ensure excellence.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach

- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; more able; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English
- Have a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate regular marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and learning
- Use and understand relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect 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 pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Teamworking and collaboration

- Participate in any relevant meetings/professional development opportunities, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team and CAT member and identify opportunities for working with colleagues and sharing the development of effective practice within own school and within the Community Academies Trust
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school.
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document
- Promoting the ethos of the Academy, as expressed in the mission and vision statements, is a shared responsibility to which teaching staff make a significant contribution.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school
- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher or other members of senior leadership team

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012
- **Note**
- This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Safeguarding children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Other

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
Qualifications	<p>Degree 2.2 or higher Qualified teacher status or equivalent</p>	<p>Other qualifications which will support the role e.g. first aider, subject leaders, NPQ's, educational research, music</p>
Experience, Skills and knowledge	<ul style="list-style-type: none"> • Teaching experience with the age range and/or subject(s) applying for. • Evidence of continuing and recent professional development relevant to the post. • Create a stimulating and safe learning environment. • Establish and maintain a purposeful working atmosphere. Plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach, other relevant initiatives and the school's own policies. • Assess and record the progress of pupils' learning to inform next steps and monitor progress. • Demonstrate a commitment to equal opportunities and use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom. • Teach using a wide variety of strategies to maximise achievement for all children including those with special educational needs and high achievers and to meet differing learning styles. • Encourage children in developing self-esteem and respect for others. • Deploy a wide range of effective behaviour management strategies, successfully. • Communicate to a range of audiences (verbal, written, using ICT as appropriate). • Use ICT to advance pupils' learning, and use common ICT tools for their own and pupils' benefit. 	<ul style="list-style-type: none"> • Experience of working with in a good or outstanding school • Subject leader experience • Creative arts e.g teaching of music, art, design

<p>Personal Qualities</p>	<p>Motivation to work with children and young people</p> <ul style="list-style-type: none"> • Ability to create a happy, challenging and effective learning environment • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Ability to establish and develop close relationships with parents, governors and the community • Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline • Relate positively to and showing respect for all members of the school and wider community ongoing relevant professional self-development 	
<p>Other</p>	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people • Willingness to undergo appropriate checks, including enhanced DBS Checks • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	