

Summary Role Description

Teacher

Key Outcome of the Role

Pupils make good or better progress through high quality and effective learning and teaching.

Key Responsibilities of the Role

School and Trust Vision

- To support the vision and aims of the school and Trust in Learning (Academies)
- To implement changes as directed by the senior leadership team.
- To work collaboratively and cooperatively with colleagues to achieve the aims of the School Development Plan.
- To help all of our pupils be “on TRACK”.

Planning, teaching and learning

- To meet the Teachers’ Standards as outlined by the Department of Education.
- To teach children in a designated class a high quality and appropriate curriculum which ensures good or better progress for pupils.
- Plan, monitor and evaluate effective and differentiated programmes of work, including homework, in line with school expectations
- Assess, record and report on children’s development, progress and attainment, setting clear targets which build on prior attainment in line with school expectations.
- To make reasonable adjustments for any SEND children within the designated class.
- Identify able pupils and those with special educational needs, working with the SENCO, external agencies, staff and parents to give positive and targeted support where needed.
- Develop positive relationships with parents and meet with them a minimum of three times per year to share and set targets and review progress.
- To complete paperwork for identified SEND children in a timely manner as directed by the SENCO and senior leadership team.
- Maintain a well-organised, safe and tidy learning environment and provide a high standard of display both in the classroom/work area and around the school.
- Contribute to a subject team and lead a subject holding accountability for pupil progress across the school.

Continuous Professional Development

- Take responsibility for your own professional development, keeping up to date with current research and development.
- Attend weekly professional development meetings within directed time and take a proactive role.
- Be professional, curious and ask questions.
- Participate in appraisal processes and work towards targets as agreed with the line manager and Head Teacher.
- To be willing to attend bespoke training to meet the needs of the children in the designated class.

Curriculum Enrichment

- Undertake an equal share of supervision duties and rota duties for school activities.
- Contribution to the school community by running extra-curricular clubs, being present at school fairs and supporting with the running of sports competitions.

Safeguarding

- To support the school in safeguarding all pupils in our care.
- Follow the school safeguarding policy, logging any significant concerns on the school tracking system.
- Work effectively with support staff and other adults, deploying them where appropriate.

Professionalism

- Provide a professional and positive role model in terms of personal presentation, timekeeping and interactions with all children, parents and colleagues.
- Establish effective professional relationships within school, across the Trust and with other agencies where appropriate.
- Always adhere to Health and Safety guidance and policy.
- Always have regard to equal opportunities and inclusion.

The details provided in this job description are to give an indication of the nature of the role. Additional duties may also be requested of the role holder where reasonable. The role holder will be expected to be involved in the wider life of the school and participate at extra-curricular school activities from time to time.

So far as reasonably practicable the role holder must promote safe working practices in the school premises and work areas to maintain a safe working environment. The role holder must

work in compliance with the Trust's Code of Conduct, regulations and policies, including its commitment to equal opportunities.

The role holder will be expected to ensure that output and quality of work is of a high standard and complies with current legislation and standards.

The Trust is committed to safeguarding and promoting the welfare of all young people and expects all staff to share that commitment. The post will be dependent on a satisfactory disclosure and barring service record check and acceptable references.

This job description and the allocation of specific responsibilities may be amended from time to time, in negotiation with the post holder. It will be reviewed on a regular basis.

Person Specification

Teacher

Criteria	Essential (Must)	Desirable (Should)
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status 	<ul style="list-style-type: none"> • Further professional qualifications relevant to primary age group
Experience	<ul style="list-style-type: none"> • Proven record of assessment led teaching. • Proven record of accelerating pupil progress in order to secure excellent outcomes. • Recognition of being a reflective practitioner. • Experience of using multiple strategies for formative assessment. • Proven record of making reasonable adjustments for SEND children. 	<ul style="list-style-type: none"> • At least 2 years' teaching experience in a primary school. • Experience of sharing exemplary practice with colleagues • Experience of coaching other members of staff including teachers/ TAs to improve performance • Experience of leading a subject, preferably Computing • Experience of teaching EAL children. • Experience of setting SMART targets for SEND children.
Skills, abilities and knowledge	<ul style="list-style-type: none"> • An inspirational, creative and enthusiastic teacher of all curriculum areas. • Excellent behaviour management skills including of individuals requiring additional support. • A belief that all children can get to the expected standard or higher through quality first teaching 	<ul style="list-style-type: none"> • Involvement in school improvement initiatives • Understanding of the core skills needed for pupils to thrive in a complex world. • Skills to lead and manage effective interventions for children in order to raise attainment

	<ul style="list-style-type: none"> • Excellent written and verbal communication skills including grammar • An ability to use a wide range of evidence-based teaching strategies • Develop positive relationships with parents in order to secure excellent outcomes for children even in challenging circumstances • Understand equal opportunity and inclusion issues 	
Professional development	<ul style="list-style-type: none"> • Evidence of a commitment to own professional development 	<ul style="list-style-type: none"> • Leading an aspect of school development across key stages through facilitating staff meetings, INSET days or other CPD • Recent relevant in-service training
Personal attributes	<ul style="list-style-type: none"> • Support the vision, aims and policies of Trust in Learning Academies • Work effectively and supportively with all staff members; be a great team member • Be involved with extracurricular activities • Emotionally mature, warm and friendly • Solution focussed • Present as a positive and professional role model in terms of time keeping, attendance, dress and behaviour. • Willingness to learn with and from colleagues. • Adaptable and flexible. 	