



Inspire Partnership Academy Trust
Class Teacher Job Description & Person Specification

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| Role: | Class Teacher |
| Location: | Elaine Primary School |
| Contract: | Permanent |
| Salary: | Teacher Main Pay Scale - England and Wales - M1 to M6 |
| Reports to: | Headteacher |

The Role: KS2 Classroom Teacher

The successful candidate will:

- Be an excellent teacher with the ability to ensure high standards across the school
- Have a strong knowledge of teaching and learning, curriculum and inclusion
- Be relentless in the pursuit of achieving an excellent quality of education for our children
- Be committed to children enjoying and engaging in their learning whilst being challenged
- Be an instrumental part of the senior leadership team and make a significant contribution to the strategic development and direction of the school
- Have experience of leading people, developing expertise, and holding others to account—making best use of individual strengths to inspire and motivate staff to deliver the very best for our pupils

Our benefits include:

Being part of an ambitious and outward- facing Trust, commitment to staff wellbeing and workload, guided by our

Trust Relational Charter

- Ongoing professional development and opportunities to work across the Partnership and within other school settings
- Access to Trust-Wide Innovation Hubs and collaboration with colleagues across the Partnership, focusing on key areas of educational development
- Enhanced family-friendly pay policies
- Access to confidential Employee
- Assistance Programme
- Electric Car Scheme
- Eyecare Voucher Scheme

Job Title/Post: Classroom Teacher**Tenure: Full-Time and fixed term****Responsible to: The Headteacher**

Job purposes In addition to the Conditions of Employment for teachers laid down in Part the School Teachers' Pay and Conditions Document 2008, to provide strategic leadership and hold accountability for standards achieved within a given phase and quality order to:

Working with Governors and Senior Leadership Team to enable The Inspire Partnership to give every pupil high quality education, and promote the highest possible standards of achievement

Secure the long-term success of the school by maximizing potential through the skills and resources held

Play a significant role within the context of Every Child Matters, to help ensure The Inspire Partnership School provides a full, integrated range of extended services

Key responsibilities**Key priorities**

- Consistently and continuously raise achievements and standards across the school
- Ensure every child reaches their potential and enjoys a happy, fulfilling school experience
- Ensure our schools continuously maintain and embed best practice
- Develop to a high level positive links with the local community, including parents and carers

Securing accountability

- Develop a collaborative ethos which enables everyone to achieve common goals
- Take personal responsibility to ensure personal accountabilities are clearly understood. This includes planning, marking and assessment
- Ensure every child has access to high quality teaching and learning

Creating the future of The Inspire Partnership School

- Working with colleagues to create the strategic vision and promote the vision, values and ethos to pupils, staff, Governors, parents and the wider community
- Help create a shared learning culture and positive climate by building positive relationships which lead to highly effective communication with colleagues, pupils and parents. This includes listening skills
- Translate the vision into best practice through innovative planning, teaching and providing high quality learning experiences Work with the key stakeholders to maintain a shared vision and future strategic plans which will inspire and motivate pupils, staff, parents and the wider community

Leading teaching and learning

- To serve as a role model for pupils, staff and parents
- Maintain a continuous and consistent focus on pupils' achievement, using data and benchmarks to closely monitor progress.
- Develop a carefully thought out and progressive curriculum that supports the planning of engaging lessons that contain progression across ability ranges. This will be informed by secure subject and curriculum knowledge, as well as strategies and approaches that support children with complex autism and learning needs. There must be a strong emphasis on differentiation, visual support, and engagement through multi-sensory approaches with close links to each child's EHCP targets
- Teach engaging, challenging and challenging, well organised lessons that build on pupils prior learning and enable sustained progress to be attained
- Ensure lessons are informed by well- grounded expectations of learners designed to meet each child at their developmental stage and raise levels of attainment in all areas.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' attainment, progress and areas for development
- Use assessment as part of their teaching to identify learners' needs or developmental stage, set realistic and challenging targets for improvement and plan future teaching.

Developing self and working with others

- Have excellent subject knowledge and understanding of a range of teaching, learning and behaviour management strategies appropriate for children with complex SEND needs.
- Promote and maintain a culture of high expectations for self and others Know a range of approaches to assessment and formative assessment and understand the role of assessment in helping all pupils make good progress
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from other leaders.

Leading the provision

- Organise and lead support staff in delivering high-quality interventions, interactions and learning opportunities tailored to individual needs.
- Collaborate with parents, staff and outside agencies to ensure that the children's provision is effective and all adults know the focus and next steps for individual learners.
- Collate ECHPs, reports, assessments and updates from outside agencies, then share key information with support staff and ensure their understanding of the changes and intended impact.
- Maintain a learning environment that promotes communication, interaction and the holistic development of each child.

Strengthening community

- Work with colleagues to strengthen and develop the ethos of the school, allowing this to influence and shape all areas of the school's work and collective worship
- Create and promote positive strategies for challenging racial and other prejudice
- Ensure community-based learning experiences are planned for and are explicit in medium term plans
- Collaborate with colleagues and other agencies to ensure pupil and community needs are met
- Promote community cohesion by ensuring long term, medium term and short term planning references links to community cohesion and extended services.

- Ensure planning takes account of the diversity, values and experience of the school, school grounds and local community
- Create and maintain effective partnerships with parents, staff and Governors to support and improve pupils' achievements and personal development.

Data protection

It is essential when working with computerised systems that you are completely aware of your responsibilities at all times under the Data protection Act 1984 for the security, accuracy, and significance of personal data held on such systems

Health and safety

- Manage and organise the learning environment within the provision to ensure each classroom reflects the school's high standards and aspirations
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline considering learners with complex autism.around supporting learners with complex needs.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self control and independence of learners
- Ensuring the safety of all staff and pupils within the phase team by coordinating risk assessments, planned trips and visits and any school activities with a risk potential. This includes ensuring all staff within the phase team are

Safeguarding

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Local Authority and the school.

Qualifications, Knowledge and

| experience | Essential | Desirable | Method of Assessment |
|--|-----------|-----------|--------------------------------|
| Hold Qualified Teacher Status | • | | Application Form |
| Current experience of teaching in different key stages (this may be as a student). | | • | Application Form |
| Good written communication skills | • | | Application Form Tasks |
| Good oral communication skills | • | | |
| Have excellent subject knowledge of curriculum in specified Key Stage | • | | Application Form |
| Have excellent subject knowledge of curriculum across all Key Stages in a Primary School | | • | Application Form |
| Teaching and Learning | | | |
| Ability to set high expectations which inspire, motivate and challenge pupils | • | | Application Form Interview |
| The ability to create a safe, attractive and stimulating environment that contributes positively to teaching and learning | • | | Application Form Interview |
| Plan and teach well-structured lessons and to promote a love of learning | • | | Application Form Interview |
| Teach using a wide range of teaching strategies to meet differing learning styles and to maximise achievement for all children including those with special educational needs and high achievers | • | | Application Form Interview |
| Ability to make accurate and productive use of assessment, feedback and data to secure pupils' progress | • | | Application Form Interview |
| Know a range of strategies that promote excellent learning behaviours | • | | Teaching Activity Interview |
| Evidence of leading the work of other adults in classrooms | | • | Application Form Interview |

Person Specification Continued

| Teaching and Learning Continued | Essential | Desirable | Method of Assessment |
|---|-----------|-----------|-------------------------------|
| To lead on whole school initiatives/projects | | • | Application Form |
| To lead on achieving whole school awards e.g. wellbeing award, healthy schools award | | • | Application Form Interview |
| P.E. Subject leadership experience | | • | Application Form Interview |
| Safeguarding Children | | | |
| Committed to ensuring all pupils in our school are kept safe. | • | | Application Form Interview |
| Enhanced DBS check. | • | | Recruitment Checks |
| Equal Opportunities | | | |
| Committed to ensuring that all members of our school community can achieve excellence | • | | Application Form Interview |
| Developing self and working with others | | | |
| Commitment to own improvement through professional development / further study | • | | |
| Be committed to engaging parents in the work of the school | • | | |
| Show commitment to upholding excellent levels of professional conduct as a teacher. | • | | |
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