



# Job Description

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**Job Title:** Primary Teacher

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**Location:** Esteem Valley Academy

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## Job Description

<b>Job Title</b>	<b>Primary Teacher</b>
<b>Location:</b>	Esteem Valley Academy
<b>Hours per week:</b>	32.5 hours per week (Full Time)
<b>Weeks worked per year:</b>	Term Time Only (All Year Round salary)
<b>Reporting to:</b>	Assistant Headteacher for Primary
<b>Salary Scale:</b>	MPS / UPS plus SEN1 Allowance

### Main purpose of Role

To carry out the professional duties of a teacher as circumstances may require and in accordance with the academy's policies under the direction of the Head Teacher.

The Primary Teacher will:

- Contribute to the strategic development and leadership of the academy's primary phase, ensuring that its vision, values and ethos are embedded consistently across all aspects of provision.
- Work as a key member of the academy's expanding primary team, modelling high standards of professional practice and supporting colleagues to develop expertise that meets the needs of our learners.
- Lead and support the development of a high-quality primary curriculum that is responsive, ambitious and tailored to the diverse and evolving needs of pupils across the cohort.
- Design and oversee the implementation of curriculum pathways that ensure progression, engagement and accessibility, and that enable all pupils to achieve meaningful educational and personal outcomes.
- Ensure that the primary curriculum remains adaptable, reflective of changing needs, ongoing assessment information and emerging best practice within alternative provision and SEND education.
- Support the development of teaching, learning and assessment within the primary team, including contributing to staff training, coaching and quality assurance processes.
- Work collaboratively with multi-agency partners, families and external professionals to ensure the primary curriculum and provision are aligned with wider support strategies for pupils.
- Contribute to the effective transition of pupils, including the design of curriculum approaches that support readiness for KS3 and secure continuity of learning.

### Principal Accountabilities:

<p><b>Planning, Teaching and Class Management</b></p>	<p><b>Teach allocated pupils by planning their teaching to achieve progression of learning through:</b></p> <ul style="list-style-type: none"> <li>• Identifying clear learning outcomes and specifying how they will be taught and assessed</li> <li>• Setting tasks which challenge pupils and ensure high levels of interest and engagement</li> <li>• Setting appropriate and demanding expectations</li> <li>• Setting clear targets, building on prior attainment and knowledge and sequencing learning</li> <li>• Providing clear structures for lessons maintaining pace, motivation and challenge</li> <li>• Ensuring that teaching is underpinned by effective pedagogy and adaptive teaching</li> <li>• Adapting planning to meet the needs of a variety of levels</li> <li>• Making sure the academy fulfils statutory duties regarding the SEND Code of Practice.</li> <li>• Making effective use of assessment and ensuring coverage of the programmes of study</li> <li>• Ensuring effective teaching and best use of available time</li> <li>• Maintaining discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behaviour and standards of work</li> <li>• Ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught</li> <li>• Evaluating own teaching critically to improve effectiveness</li> <li>• Ensuring the effective and efficient deployment of classroom support</li> <li>• Use phonics to support improved reading of all pupils</li> <li>• Encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively</li> <li>• Making and maintaining attractive, well displayed, well resourced, carefully organised and effective learning environments in the classroom and shared areas</li> <li>• Contributing to site developments and additions to timetables to ensure a quality offer such as tutor time, assemblies, teaching pupils at home or other public venues or online learning.</li> </ul>
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<p><b>Monitoring, Assessment, Recording and Reporting</b></p>	<ul style="list-style-type: none"> <li>• Assess how well learning outcomes have been achieved and use this assessment to improve specific aspects of teaching</li> <li>• Mark and monitor pupils’ work and set targets for progress following the academy policy</li> <li>• Baseline assess pupils</li> <li>• Assess SEMH and monitor pupil progress</li> <li>• Assess and record pupils’ systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving</li> <li>• Prepare and present informative reports to parents</li> </ul>
<p><b>Other Professional Requirements</b></p>	<ul style="list-style-type: none"> <li>• Have a working knowledge of teachers’ professional duties and legal liabilities Operate at all times within the stated policies and practices of the academy</li> <li>• Create a culture where pupils experience a positive and enriching academy life</li> <li>• Uphold educational standards in order to prepare pupils from all backgrounds for their next phase of education and life</li> <li>• Ensure a culture of staff professionalism and resilience</li> <li>• Know subject(s) or specialism(s) to enable effective teaching</li> <li>• Establish effective working relationships and set a good example through their presentation and personal conduct</li> <li>• Endeavour to give every child the opportunity to reach their potential and meet high expectations</li> <li>• Co-operate with other staff to ensure sharing and effective usage of resources to the benefit of the academy, department and pupils</li> <li>• Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation of the academy</li> <li>• Contribute to the pastoral functions of the academy and support pupils in tutor time</li> <li>• Contribute to careers education for our pupils.</li> <li>• Adhere to KCSIE and all safeguarding requirements</li> <li>• Take responsibility for own professional development and duties in relation to academy policies and practices</li> <li>• Liaise effectively with parents and governors</li> </ul>

<p><b>Professional Expectations</b></p>	<ul style="list-style-type: none"> <li>• All staff are required to uphold professional standards as outlined in the Esteem Professional Behaviours Framework (Code of Conduct) Trust-wide and school level Policies.</li> <li>• Staff are expected to participate in Performance management process.</li> </ul>
<p><b>Clarification of Teachers' professional duties</b></p> <p>This job description should be read with Part XII of the Teachers Pay and Conditions Document. All teachers should act under the reasonable direction of the Head Teacher, and carry out the particular duties assigned to them. All teachers are responsible for planning, preparation, assessment, recording and reporting on progress and attainment. They receive 10% release time against their timetabled teaching commitment, for planning, preparation and assessment, and this time may not be taken by the academy for any other purpose.</p> <p>All teachers are responsible for promoting the progress of pupils assigned to them, providing guidance and advice on educational matters, communicating and consulting with parents and appropriate bodies outside of the academy, and attending meetings for any of these purposes. They must provide, or contribute to oral and written assessments, reports and references, relating to individuals or groups of pupils. They must co-operate with the Head Teacher and other teachers in the academy on all aspects of education methods. They are responsible for maintaining good order and discipline among pupils and safeguarding their health and safety, both on the school premises or when engaged in authorised academy activities elsewhere.</p> <p>All teachers must participate in arrangements for appraisal of their own and others' performance, and have a responsibility to participate in arrangements for further training and professional development.</p> <p>All teachers should participate in meetings, relating to the curriculum of the academy, or the administration and organisation of the academy. They should also participate in the administrative and organisational tasks related to their duties, including the direction and supervision of staff providing support for all teachers. This will not include tasks which do not call for the exercise of professional skills and judgement. This time will be included within the 'directed time'.</p> <p>All teachers must participate in arrangements for preparing pupils for examinations, including assessment, recording and reporting for these. This does not include the</p>	

<p>invigilation of examinations, unless there is a need for their professional skills and judgement which is likely in an AP academy where pupils require consistent staffing.</p> <p>All teachers employed on a full-time basis, other than those on leadership spine, AST, or fast track, shall be available for 195 days a year, 190 of which will be required to teach pupils, and will be directed by the Head Teacher for 1265 hours in a school year. In addition, teachers are expected to work reasonable additional hours to enable them to discharge their professional duties effectively.</p>	
<p><b>Other General Requirements</b></p>	<ul style="list-style-type: none"> <li>• Represent and promote the ethos and values of Esteem Multi-Academy Trust</li> <li>• To take and be accountable for all decisions made within the parameters of the job description</li> <li>• Participate with performance management and training and activities that contribute to personal and professional development</li> <li>• Actively promote and act at all times in accordance with the policies of the MAT e.g. Safeguarding, Health and Safety, Equal Opportunities</li> <li>• Provide a high standard of customer service in all dealings internal and external to the MAT</li> </ul>

This Job Description is non-exhaustive and sets out the main expectations of the post holder. This Job Description can be altered with the agreement of the postholder and will be reviewed regularly. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

The MAT will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Esteem Multi-Academy Trust is committed to safeguarding and promoting the welfare of all its students. We expect all staff, volunteers and agency staff to share this commitment. The successful candidate will be required to undertake a Disclosure and Barring Service (DBS) check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information provided.

## Person Specification

Criteria	Essential	Desirable
<b>Qualifications and licences</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Primary Teacher qualified</li> <li>• Qualified to drive</li> <li>• Full driving licence</li> <li>• Car business insurance</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience planning and teaching in the relevant Phase</li> <li>• Experience of working with challenging and vulnerable young people</li> <li>• Effective behaviour management</li> <li>• Of phonics teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working in an Alternative Provision or SEND environment.</li> <li>• Experience of implementing appropriate curriculum offers to meet the needs of a range of vulnerable pupils</li> <li>• Teaching at a range of year groups or via stage not age</li> <li>• Experience of teaching a range of subjects</li> <li>• Experience in curriculum or subject development</li> <li>• Experience of implementing a range of subject interventions</li> <li>• Of contributing to a blended learning offer to meet pupil need</li> <li>• Of liaising with families and maintaining effective communication</li> </ul>
<b>Knowledge and Ability</b>	<ul style="list-style-type: none"> <li>• Understanding of high- quality teaching and learning</li> <li>• Ability to produce a high-quality curriculum offer and schemes of work</li> <li>• Understanding of effective approaches to learning</li> <li>• Ability to develop positive pupil behaviour strategies and</li> </ul>	

	<p>understanding of high- quality teaching and learning</p> <ul style="list-style-type: none"> <li>• Ability to produce a high-quality curriculum offer and schemes of work</li> <li>• Understanding of effective approaches to learning</li> <li>• Ability to develop positive pupil behaviour strategies and understanding of the communication needs of children Data analysis skills, and the ability to use data to set targets and measure progress</li> <li>• Effective communication and interpersonal skills</li> <li>• Ability to engage and inspire pupils with high quality planning and relevant content</li> <li>• Ability to build rapport with challenging pupils with varying needs</li> <li>• Ability to build effective working relationships</li> <li>• Knowledge of current safeguarding practises</li> <li>• Excellent use of electronic systems and ICT capabilities</li> </ul> <p>Showing awareness of national trends in pedagogy and practice Commitment to personal welfare and safeguarding of pupils Excellent interpersonal skills</p>	
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Be credible and an excellent role model, always working with integrity</li> <li>• Highly effective communication and</li> </ul>	

	<p>interpersonal skills, both verbally and written</p> <ul style="list-style-type: none"> <li>• To have a good level of self-reflection and be able to respond to positive criticism to develop professionally</li> <li>• Passionate about driving academy development</li> <li>• Creative</li> <li>• Tactful</li> <li>• Open and reflective</li> <li>• Caring</li> <li>• Honest</li> <li>• Professional at all times</li> <li>• Self-motivator</li> <li>• Mentally resilient</li> <li>• Hardworking</li> <li>• Positive growth mindset</li> <li>• Good sense of humour</li> <li>• Solution driven</li> <li>• Passion for Inclusive Education</li> <li>• Ability to show initiative and adaptability</li> <li>• Patient, empathetic and emotionally intelligent</li> <li>• Excellent communicator with a collaborative nature and a team player</li> <li>• Innovative and creative</li> <li>• Exemplify the Nolan Principles of Public Life</li> </ul>	
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