

Job title:	Early Career Teacher (ECT)
School:	Limebrook Primary School
Responsible to	Line Manager, Head Teacher, Deputy Head Teacher
Location:	Essex
Salary:	M1
Contract type:	Permanent

Core duties

Main purposes of the job

To provide a high quality educational experience for all children by leading learning in school, developing consistent practice in teaching and learning and ensuring that children achieve the highest standards of attainment and achievement. Children are expected to make rapid and sustained progress. The teacher will contribute to the schools strategic planning documentation (SIP), supporting the ethos, aims and vision of the school in accordance with the five outcomes in Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve make a positive contribution
- Achieve economic well-being

General responsibilities

- Carry out the duties and responsibilities for class teachers as detailed in the current Pay and Conditions of Service
- Document and meet the requirements of the Teaching Standards.

Specific duties

Knowledge & Understanding

- Teachers are expected to have a minimum good knowledge of and keep up to date with the Early Years Curriculum, National Curriculum and the Agreed Syllabus for Religious Education. This includes any adaptations and curriculums the school or Lion Academy Trust adopt or use.

- Teachers are expected to understand how pupils' learning is affected by their physical, intellectual, emotional and social development and to understand the stages of child development in order to adapt and improve provision so that children exceed expectations.
- Use technology in teaching and learning to enhance the learning and extend the learning experience for children. Teachers select and make good use of ICT skills for classroom and management support. Be familiar with the school's current systems and structures as outlined in policy documents including the Health and Safety and Child Protection Policies. Understand and know how national, local comparative and school data including National Curriculum test data can be used to set clear targets for pupil's achievement.

Planning

- Liaise with colleagues, subject leaders and other middle leaders in the planning, development and delivery of an effective curriculum which meets the needs of all groups of pupils.
- Attend and contribute to staff meetings to support implementation of the School Improvement Plan, in accordance with school strategy and direction; Liaise with the Year Leader, Inclusion Manager/SENCO in planning intervention and targeted support for identified underachieving groups and ensuring that their provision is accurately and precisely targeted at needs.
- Monitor the programmes of intervention to ensure they provide rapid and sustained progress for all individual pupils.

Specific Planning and preparation expectations:

- Ensure through planning, preparation and assessment sessions and any additional meetings that learning and provision is precisely planned for and evaluated so that all pupil's specific needs are catered for and exceeded.
- Plan and deliver in relation to the Early Learning Goals. National Curriculum/LAT curriculum and the Agreed Syllabus for Religious Education with regard for the school's aim statement, own policies and schemes of work, the teaching programme for all children within the class
- Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge.
- Make effective and explicit use of assessment information on pupils' attainment and progress and in planning future lessons.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met. Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident.
- Use a variety of teaching and learning styles to keep all pupils engaged.
- Plan opportunities for pupil explicit engagement, pupil ownership and assessment capable learners so that pupils take ownership for their learning. Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs. Evaluate their own teaching critically to improve effectiveness.

Professional Development

- All teachers are expected with support from the school to improve their teaching and learning practice by being reflective practitioners, taking in part in professional development

and practice opportunities and taking ownership of their professional development in order to aspire and achieve outstanding outcomes for all pupils.

- Teachers will achieve this by undertaking personal and professional development in order to maintain an up-to-date knowledge of educational initiatives, technologies and pedagogy, in order to adapt practice and provision appropriately in line with changing demographics, school circumstances ensuring all children make rapid and sustained progress.
- Teachers will take part in appraisal meetings with year leaders and middle managers to set professional development and pupil progress targets ensuring practice and provision is adapted and improved so that the rapid progress of children, in particular that of underperforming children, is catered for.
- Teachers will also be expected to take ownership of their own teaching development with support in the form of coaching, mentoring and self reflection (including reflection processes with the support of visual recording).
- Teachers own practice improves ensuring a minimum standard of good and development toward outstanding in line with OFSTED criteria. Year leaders will monitor, guide, support and challenge a teacher's progress towards those targets.

Monitoring, Evaluation, Feedback & Review:

- Maintain consistently high standards of teaching and learning through the effective monitoring and evaluation of children's work, pupil interviews, marking and the delivery of the curriculum. This will include feedback through lesson observations, learning walks, work scrutinies, data analysis and pupil interviews;
- Ensure identified areas of inconsistency are tackled in the adaptation of practice, reinforced learning off successful practice. Children in the form of guidance, exemplification, modelling of learning or challenge take ownership of their learning (ensuring the LAT benchmarks are used as reference points for minimum expectation) so that they make rapid and sustained practice. This includes follow up and review against identified progress and expected time scales;
- Maintain high standards of attainment and achievement through the effective monitoring of pupil progress. Lead pupil progress meetings with children, lead learning and self-reflection dialogue (children are assessment capable learners), maintain minimum expectations and aspirations through challenge and guidance. Ensure actions are being taken to ensure rapid progress or sustained progress of children where needed;
- Implement, monitor and evaluate the schools' assessment, recording and feedback procedures; ensuring that agreed strategies are impacting directly on children's learning and progress. Children are actively engaged and reflective of their learning needs;
- Use assessment information/data and records to adapt practice, evolve and adapt provision so that they impact directly on the quality of teaching, standards and actions taken to address areas for development for all children in line with expected milestones;
- Assess and record each pupil's progress systematically with reference to the schools current practice, including the social progress of each child and use the results to inform planning;
- Mark and monitor class work and homework in line with our feedback policy, providing constructive feedback and setting targets/next steps of learning for future progress. Children are actively engaged in this process
- Provide reports on individual progress to the Head of School and parents as required.

Day to day Expectations

- Ensure high quality lessons are in place that impact directly on pupils' outcomes and learning and that all children's needs are exceeded. Ensure staff (support staff) and children have

access to appropriate learning resources (practical and human) to deliver lessons effectively and that resources are appropriately deployed;

- Ensure the ethos and expectations of Lion Academy Trust and associated schools are delivered in each specific year group in reference to environment, behaviour and attitudes that exemplifies our high expectations on our staff and children;
- Take responsibility for addressing and reporting Safeguarding and Health and Safety issues as they arise in school in line with school policy.
- To raise awareness of Health and Safety issues amongst staff and ensure compliance;
- Maintain and lead on ensuring high standards of pupils' behaviour and discipline, within the framework of the school policy and support and challenge other staff as necessary so as to facilitate high quality learning and a safe environment for all children;
- Ensure that teachers or staff members covering classes are familiar with lesson plans, expectations and year group procedures in order to be able to carry out their responsibilities effectively.

External Liaison and Additional Professional Duties

- Liaise with relevant external agencies as appropriate, such as external advisory staff or consultants and/or other schools on specific teaching and learning issues relevant to the year group, its pupils and staff.
- Liaise effectively within the LAT framework with parents/stakeholders to ensure excellent relationships between home and school in order to improve pupil's learning and behaviour. This includes being proactive in solving issues and reflecting a high stakeholder service to ensure that the relationships with parents and stakeholders impact positively on all pupils' outcomes.
- To keep up to date with national and local developments and disseminate this information to staff.
- Establish and maintain effective working relationships with professional colleagues and parents.
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post.

This job description sets out the duties of the post at the time it was drawn up. The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant duties as directed by the Line Manager within the school as may be reasonably expected. This is not a common occurrence and would not justify a reconsideration of the grading of the post.