

JOB DESCRIPTION

POST	Class Teacher
LOCATION	Tredworth Infant and Nursery Academy
GRADE	Teacher Main Scale

JOB PURPOSE

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations, which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, 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 involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes, which set the required standard for, conduct throughout a teacher's career.

1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

3 Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

Professional Development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications and/or experience needed for the role, with support from the school

Line Management:

Reporting to Assistant Head Teacher and Head Teacher.

Liaising With:

All members of school staff, pupils, parents and visitors, trustees and representatives of outside agencies

This job description outlines duties and responsibilities of the post, It does not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities. The post holder must use directed time appropriately and have regard to clause 36 (l) of a Teacher's Conditions of Employment. and to attend and participate in meetings and CPD as required within the post holder's working hours.

The job description is not necessarily a comprehensive definition of the post and the teacher may be required to undertake other tasks appropriate to the level of appointment as the Senior Leadership Team may require. It may be reviewed annually, or earlier if necessary', and it may be subject to modification or amendment after consultation with the post holder.

GENERAL DUTIES

- to report any Safeguarding issues to one of the school's Designated Safeguarding Leads
- to report any Health and Safety issues or concerns to the Head of Department
- to undertake other responsibilities specific to the post
- maintain confidentiality and discretion regarding sensitive information and to ensure that complex queries or issues are conveyed accurately to senior members of staff
- represent the school at all times in a professional, positive and helpful way
- be conversant with relevant IT and software, and keep up to date with developments in IT
- participate in the school's appraisal programme
- undertake training where this is appropriate
- contribute pro-actively to meetings and discussions as required, and to participate in the whole school team
- be compliant with GDPR
- To work within the Framework of national legislation and in accordance with the provisions of the Schools Teachers Pay and Conditions Document.

Health and Safety

- Promote the safety and wellbeing of children and help to safeguard children's wellbeing by complying with the requirements of Keeping Children Safe in Education and our school's policy on child protection
- Record all safeguarding incidents according to the school policy
- Ensure that all health and safety instructions are followed and that all reasonable care is taken not to do anything that might endanger the post holder or others; to report to the school business manager or head teacher any dangerous situations in the workplace or any perceived shortcomings in health and safety arrangements.
- Be aware of, comply with policies on health and safety, confidentiality, and data protection, and report all concerns to an appropriate person.

EQUAL OPPORTUNITIES

The postholder is required to assist in the implementation of SAND Academies Trust equal opportunity objectives and the school's Equal Opportunities Policy.

Be aware of, support difference, and ensure that the school's equality and diversity policies are followed.

QUALIFICATIONS/EXPERIENCE

QTS

PRINCIPAL CONTACTS

Pupils, Parents, Headteacher, other Teachers and LP's, other professional groups.

SUPERVISORY RESPONSIBILITY

Support Staff in class

SUPERVISION RECEIVED

Assistant Headteacher/Headteacher

SPECIAL CONDITIONS

Occasionally the post-holder may be required to cover at other schools within the MAT, in which case they will be reimbursed for mileage according to MAT guidance.

PERSON SPECIFICATION
Class Teacher (Tredworth Infant & Nursery Academy)

Criteria	Essential	Desirable
Qualifications & experience	<ul style="list-style-type: none"> • qualified teacher status (including NQT/ECT*) recent and relevant training • Proven record of good / outstanding teaching • Experience across most / all primary key stages • Experience in implementing interventions to raise standards • Experience in administering external assessments • Success in raising pupil achievement through feedback and challenge • Experience of working with SEND pupils 	<ul style="list-style-type: none"> • experience of leading a subject • ICT skills, and experience in supporting special needs access to the curriculum • experience of working as part of a multi-agency team • Experience of reporting to governors and other stakeholders
Knowledge & skills	<ul style="list-style-type: none"> • Effective communicator • ability to effectively deploy and liaise with classroom staff safe working practice that protects children and adults who work with them 	<ul style="list-style-type: none"> • knowledge of Positive behaviour management and strategies • good organisational skills
Personal qualities	<ul style="list-style-type: none"> • able to maintain confidentiality in all circumstances • ability to build and form good relationships with colleagues 	
Knowledge & values of the Trust	<ul style="list-style-type: none"> • commitment to working in partnership with staff, pupils, parents, governors and other professionals • commitment to the wider work of the Trust 	<ul style="list-style-type: none"> • ability to identify with the Trust's values & principles
Special conditions	<ul style="list-style-type: none"> • enhanced DBS Clearance • satisfactory medical clearance 	<ul style="list-style-type: none"> • current full driving licence