



MANOR MULTI ACADEMY TRUST
Job Description: Early Career Teacher
St Thomas CE Academy (MMAT)



Duties & Responsibilities of Early Career Teacher

We expect our Early Career Teacher at Manor MAT to uphold our core values of **Integrity; Ambition, Collaboration, and Inclusion**; act with honesty; keep their knowledge and skills as an Early Career Teacher up-to-date and are self-critical; forge positive professional relationships; and work with everyone concerned in the best interests of the pupils.

Core Purpose

The core purpose of an Early Career Teacher at a Manor MAT School is to provide the children in their class with high quality teaching and learning, to implement high quality curriculum provision and achieve the highest standard possible.

Core Objectives

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

Promote good progress and outcomes by pupils by

- Being accountable for pupils' attainment, progress, and outcomes.
- Planning teaching to build on pupils' capabilities and prior knowledge.
- Guiding pupils to reflect on the progress they have made and their emerging needs.
- Demonstrating knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encouraging pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge by

- Having a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings.
- Demonstrating a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship.
- Demonstrating 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.

- When teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- When teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons that

- 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 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).

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

- Knowing when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Having a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Demonstrating 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.
- Having a clear understanding of the needs of all pupils, including those with special educational needs; those with 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.

Make accurate and productive use of assessment by

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

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

- Having 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.
- Having high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions, and rewards consistently and fairly.
- Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

- Maintaining good relationships with pupils, exercise appropriate authority and act decisively where necessary.

We expect Teacher's at St Thomas' to fulfil wider professional responsibilities by

- Making a positive contribution to the wider life and ethos of the school.
- Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploying support staff effectively.
- Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicating effectively with parents with regard to pupils' achievements and well-being.

Performance Management

- To take part in the school's performance management cycle that has been approved by all staff and all governors

Curriculum Responsibility

- All fully qualified teachers will have a curriculum area responsibility to lead. This area will be designated after discussion with the Headteacher.

General Conditions

It is the intention that the above responsibilities are in accordance with the requirements of the Teachers pay and Conditions Act, and subsequent orders in terms of duties and working times, also any local agreements. LA circulars and guidelines giving interpretations of Teacher Pay and Conditions of Service.

This job description is subject to annual review. It may be amended only after full consultation with the Early Career Teacher concerned. It will be signed if agreement is reached.

If following review and amendment, agreement is not reached the appropriate procedures should be used for settling disputes.

Signatures

Early Career Teacher

Headteacher

Person specification

| CRITERIA | QUALITIES | ESSENTIAL | DESIREABLE |
|------------------------------|---|-----------|------------|
| Qualifications | Qualified teacher status | ✓ | |
| Experience and Skills | Knowledge of the National Curriculum | ✓ | |
| | Knowledge of effective teaching and learning strategies | ✓ | |
| | A good understanding of how children learn | ✓ | |
| | Ability to adapt teaching to meet pupils' needs | ✓ | |
| | Ability to build effective working relationships with pupils | ✓ | |
| | Knowledge of guidance and requirements around safeguarding children | ✓ | |
| | Knowledge of effective behaviour management strategies | ✓ | |
| | Good ICT skills, particularly using ICT to support learning | | ✓ |
| Personal Qualities | A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school | ✓ | |
| | High expectations for children's attainment and progress | ✓ | |
| | Ability to work under pressure and prioritise effectively | ✓ | |
| | Commitment to maintaining confidentiality at all times | ✓ | |
| | Commitment to safeguarding and equality | ✓ | |
| School Ethos | A belief in pupil centered, active learning with an ability to engage, challenge and have high expectations of children | ✓ | |

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| | Ability and willingness to work collaboratively and supportively within the school team, making positive contributions to all aspects of school life | ✓ | |
| Relationships | An ability to provide a caring, cooperative atmosphere for children and to create a challenging, disciplined, and effective learning environment | ✓ | |
| | An understanding of the need for confidentiality | ✓ | |
| | An ability to relate well to individuals and groups and to make appropriate contact with parents and/or external agencies as necessary | | ✓ |