




Job Description: **TEACHER** with Raising Standards Leader (RSL) Role

Job title:	TEACHER with PiXL RSL role	Team:	TEACHING TEAM
Based at:	 THE WELLDON PARK ACADEMY		
Salary:	Lead Practitioner Scale		
Line Manager:	Academy Lead		
Supervisory:	Teachers & Teaching Assistants (within the class)		
Hours:	On site 8am-5pm, directed hours 8.30am-3.30pm*		
Contract:	195 days a year		
Salary & Grade:	Lead Practitioner scale in line with the current School Teachers' Pay and Conditions L1-L4, starting point based on experience		

Essential Functions:

- To safeguard children in every interaction including a proactive approach to health and safety
- To work with senior leaders in all aspects of leadership & management and to take responsibility for managing & developing a whole school responsibility (initially as Raising Standards Leader)
- To work professionally with all adults, following the code of conduct at all times
- To consistently demonstrate and meet all performance standards in line with trust expectations
- To work proactively and effectively in partnership with parents/carers, those in governance, other staff and external agencies in the best interests of children
- To support the academy and trust's vision and values
- To undertake any other duties as required by the academy or trust

All teachers are required to carry out the professional duties & responsibilities as set out in the current STPCD, and for leaders this includes working beyond directed hours as required

The Raising Standards Leader will be an effective member of the Senior Leadership Team (SLT) and will play a major role under the overall direction of the Academy Lead in:

- inspiring, motivating and leading others;
- implementing key priorities and contributing to short-term and long term development plans;
- understanding, modelling and applying the policies through which they shall be achieved;
- managing staff and resources to that end, and;
- rigorously monitoring progress towards their achievement, taking rapid action when monitoring identifies support is required to enable children to reach their potential
- develop in all ten aspects of the [National Professional Qualification Senior Leadership Framework](#)
- carrying out other duties as assigned by the Academy Lead to ensure the effective running of the academy

JOB PURPOSE AND ACCOUNTABILITY

Teaching, Learning, Assessment:

- Ensure all teaching is driven by clear and purposeful learning objectives
- Lead planning across long, medium and short term sequences
- Ensure teaching is adapted to meet the needs of all learners
- Monitor planning to ensure progression and clarity
- Ensure assessment informs teaching and intervention
- Lead use of PiXL systems including QLA and combined tracker
- Ensure feedback leads to improvement
- Develop staff through coaching and CPD
- Monitor books, lessons and pupil voice

Behaviour, Safety, Attitudes and Personal Development:

- Ensure a consistent approach to behaviour in line with policy and procedures
- Promote safety and belonging as the foundation for learning
- Support staff with strategies for regulation and engagement
- Ensure safeguarding procedures are followed
- Promote high expectations for attitudes to learning

Raising Standards Leader

- To act as the focal point for all things PiXL:
- To improve, or at least maintain, outcomes.
- To have oversight of Core Teams and regularly check progress against the WIG and lead measures.
- To work alongside the Personal Development & Wellbeing Lead as well as phase leaders to drive the formation of “rounded” citizens.
- To communicate a clear moral purpose and articulate a Wildly Important Goal (WIG) that is understood by all stakeholders.
- To maintain a detailed overview and understanding of the school data; ensure intervention and other action can take place with little hindrance, removing any barriers.
- Lead middle leaders (including pastoral) in setting challenging and appropriate WIGs and help maintain the focus on those goals, removing distractions if necessary.
- To review and monitor action plans to address weaknesses and build on strengths. This will include pupil progress meetings.
- To conduct a “pre-mortem” to identify and then mitigate risks to outcomes in all areas.
- To enable people to find “lead measures” to help them know where to put their weight.
- To interrogate historical data and identify strengths and weaknesses that inform planning.
- Review data and predictions to support teams in developing their understanding of the PiXL Language of Assessment and the use of the Combined Tracker.
- In discussion with the rest of SLT, plan your use of the PiXL Assessment Package considering which assessments will be used and how time will be given to teams to carry out effective analyses.
- Support year teams and subject leaders to make effective use of the Question Level Analysis tools including partnership data and Implications for Teaching reports.
- Assist in creating a curriculum that is suitable for pupils of different abilities and interests.
- Through analysing the Horsforth Quadrant, work with Core Teams to understand the barriers and challenges around the different issues, both pastoral and academic, for individual students.
- Responsible for holding other (middle) leaders, year teams or subject specialists to account for their and their team’s work on raising achievement.
- Lead individuals and teams to regularly review actions and identify innovations that will further improve outcomes. Assist in drawing up plans that will contribute to achieving the WIG.
- Use appropriate displays (scoreboards) and tools (e.g. the Horsforth Quadrant) with different audiences to ensure consistency of understanding and bespoke strategies.
- To be fully conversant with PiXL strategies and to lead others through their effective implementation, identifying benefits and potential pitfalls and making them fit the school context.
- To create a culture of positive support and encouragement amongst the staff and students. Motivate staff and students alike through presentations and innovation.
- To attend all PiXL National Conferences and meet with the Associate as well as recommend others who may attend.

Support the Academy & Trust:

- ensure you always meet your statutory safeguarding and equality duties
- commit to professional development, fully engaging with every continuing professional development opportunity presented
- contribute to the development and implementation of all policies and procedures without exception
- attend and run/lead trips, events, clubs, parent association events and other opportunities as required, including where they may occur out of usual hours
- attend additional meetings and training as required
- develop and maintain effective relationships with all adult stakeholders, deploying staff respectfully
- go the extra mile to demonstrate a commitment to “children first”

Class Teacher Responsibilities:

The RSL will be a class teacher, performing to the Teacher Standards and Pegasus Teacher Job Description.

All teachers contribute to developing and enhancing the curriculum offer we have for every child in our care, and to develop others to be excellent teachers and leaders.		
NEW TEACHERS MPS1-3	EXPERIENCED TEACHERS MPS4-6	EXPERT TEACHERS UPS1-3 & Lead Practitioners
Focus on completion and embedding of the Early Career Framework; shadow a subject coordinator or leader	Coordinate a subject area linked to areas of interest/expertise as a Subject Champion	Be responsible for a subject area and/or school enrichment such as Healthy Schools Award Mentor a trainee teacher

This job description is not a contract of employment and will be reviewed and updated periodically to ensure it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the relevant manager or leader, and in consultation with the postholder. In these circumstances, it will be the aim to reach an agreement on reasonable changes, but if an agreement is not possible, management reserves the right to make changes to the job description following consultation. As a term of your employment, you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description. You may be required to work in academies across the trust.

I confirm that I have read the job description and understand the requirements, essential functions and duties of the position.

Employee:

Date:

Manager:

Date:

 Person Specification: TEACHER with Raising Standards Leader (RSL) Role			
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For each point below, explain how you meet the person specification in your supporting statement (no more than two sides of A4 paper) and ensure your application form covers your qualifications and full employment history. **Candidates will be shortlisted based on the extent to which they meet these requirements.**

We are looking for evidence of these values throughout the application and assessment
BELONGING: Creating a safe, inclusive environment where every child and adult feels valued and respected.
COLLABORATION: Working positively with others through clear communication, teamwork and shared purpose.
INTEGRITY: Acting with honesty, fairness and professionalism while following policies and doing the right thing.
EXCELLENCE: Striving for high standards in teaching, learning and professional development to achieve the best outcomes.
LEGACY: Contributing to sustainable practices and a positive impact on the school and wider community.

CRITERIA	Application	Assessment
Education & Training		
1. Qualified Teacher Status	✓	
2. A degree at a 2:2 or higher	✓	
3. Evidence of Right to Work in the UK	✓	
Experience		
4. At least three years' experience in a primary educational setting including middle leadership experience and impact	✓	
5. Experience of leading PiXL or other data systems to demonstrate impact	✓	✓
6. Experience of developing and/or leading CPD to develop teachers	✓	✓
Knowledge & Understanding		
7. Secure knowledge of safeguarding and Keeping Children Safe in Education requirements	✓	✓
8. Secure knowledge of the SEN Code of Practice and how adults meet needs of children with SEND	✓	✓
9. Confident and competent digital/e-safety knowledge	✓	✓
10. Full knowledge of EYFS and National Curriculums and how a school curriculum is sequentially mapped out	✓	✓
11. Sound pedagogical understanding of effective teaching such as Rosenshine	✓	✓
Skills and Qualities		
12. Clear spoken and written English and the ability to communicate clearly	✓	✓

The Pegasus Partnership Trust is committed to safeguarding of children and expects all staff to demonstrate this commitment.

13. Use computing skills to type, upload, navigate, create and communicate	✓	✓
14. Be a positive, calm, people-focused person who can work effectively in a team	✓	✓
15. Be honest, be open to feedback, and committed to professional development	✓	✓