

 <p>Tudor Grange Academies Trust</p>	<p><b>Canopy Teacher</b></p> <p><b>Job Description &amp; Person Specification</b></p>
<p><b>Core Purpose</b></p>	
<ul style="list-style-type: none"> <li>• To carry out the responsibilities as a teacher for a variety of subjects, supporting the ethos and vision of the Academy</li> <li>• To maximise the achievement of pupils they teach</li> <li>• To use Universal Design for Learning principles in teaching within Canopy</li> <li>• To be committed to safeguarding and promoting the welfare of young people</li> </ul>	
<p><b>Specific Responsibilities</b></p>	
<p>This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance.</p> <ul style="list-style-type: none"> <li>• To meet all Teacher Standards and ensure that any statutory curriculum requirements are met.</li> <li>• To teach challenging, engaging, well-organised lessons and sequences of lessons across the age and ability range.</li> <li>• To support successful pupil transition into and out of the Canopy.</li> <li>• To ensure that the needs of all learners are taken into account and relevant guidance and legislation is implemented.</li> <li>• To have the highest reasonable expectation of individual pupil performance.</li> <li>• To set, mark and assess pupil work as per Academy policies.</li> <li>• To share in the development of schemes of work and engaging resources for pupils.</li> <li>• Ensure that targets for pupils' achievement are understood and that progress is monitored and evaluated.</li> <li>• To use highly inclusive practice and Universal Design for Learning principles to teach pupils and model best practice to other teachers.</li> <li>• To establish a purposeful and safe learning environment where pupils are inspired by the subject and can demonstrate consistently thoughtful, ethical behaviour with positive learning habits and consideration for others.</li> <li>• To be proactive in developing their own professional learning, including participation in the quality assurance and performance management process.</li> <li>• To carry out a share of supervisory duties in accordance with published schedules and to promote high standards around the Academy.</li> <li>• To hold positive values and attitudes and uphold the reputation of the Academy both locally and nationally.</li> <li>• To support work in partner schools (which could involve supporting pupils, teachers and delivering training).</li> </ul>	
<p><b>Outcomes</b></p>	

- Pupils develop better understanding of themselves as a learner
- Pupils successfully transition to and from Canopy
  - Universal Design for Learning strategies are embedded in practice.

#### PERSON SPECIFICATION – CANOPY TEACHER

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good Honours Graduate with QTS or as required by the DfE</li> <li>• Willingness to work towards the National SENCO award</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent Honours Graduate</li> <li>• Leadership qualifications</li> <li>• National SENCO award</li> <li>• Safeguarding qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• A successful teaching record</li> <li>• Experience of working with young people with a wide variety of needs</li> </ul>	<ul style="list-style-type: none"> <li>• Previous experience of working with young people with Emotionally Based School Avoidance</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Commitment to continuing personal and professional learning development</li> <li>• Evidence of professional learning relevant to the role</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in educational research</li> </ul>
<b>Leadership Skills &amp; Values</b>	<ul style="list-style-type: none"> <li>• Ability to inspire, motivate and challenge pupils and staff</li> <li>• Commitment to the pursuit of excellence in educational standards</li> <li>• Ability to communicate effectively with colleagues, pupils, parents and external agencies</li> <li>• Commitment to and promotion of cocurricular opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to demonstrate a range of leadership styles</li> </ul>

	<ul style="list-style-type: none"> <li>• High level of emotional intelligence</li> </ul>	
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Demonstrate good curriculum knowledge, including the national curriculum</li> <li>• Demonstrate a good knowledge of Emotionally Based School Avoidance</li> <li>• Know how to secure outstanding progress and outcomes for pupils adapting teaching as needed</li> <li>• Knowledge of relevant national policies</li> <li>• Good understanding of data</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of adaptive leadership styles</li> <li>• Ability to analyse and manipulate data</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Flexibility to cope with diverse needs of the post</li> <li>• Resilience to work under pressure</li> <li>• Positive, tenacious and optimistic</li> <li>• Ability to quickly establish positive relationships with pupils, staff and parents</li> <li>• Initiative and ability to create new processes and practices to raise standards</li> <li>• Demonstration of the Tudor Habits</li> </ul>	