



TEACHER LEIGH C OF E ACADEMY

Leigh Church of England Academy
1 Plants Hill Crescent
Coventry
CV4 9RQ

Candidate Information

Together, pursuing life in all its fullness

Job Description

KEY PURPOSE

- Under the direction of the Head of School, carry out the professional duties of a school teacher as set out in the current Schoolteachers' Pay and Conditions document.
- Teach in accordance with the ethos, organisation and policies of the school as a fully committed member of the teacher team and as detailed in the specific duties below.

ACCOUNTABILITIES

The appointee will be line managed by the Head of School.

PRINCIPAL RESPONSIBILITIES

SAFEGUARDING:

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- Establish a safe and stimulating environment for pupils, rooted in mutual respect;
- Treat pupils with dignity building relationships rooted in mutual respect, and observing proper boundaries appropriate to this professional position;

PART 1: TEACHING

- Set high expectations which inspire, motivate and challenge pupils;
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
- Promote good progress and outcomes by pupils;
- Be accountable for pupils' attainment, progress and outcomes;
- Plan teaching to build on pupils' capabilities and prior knowledge;
- 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;
- 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 learning;
- 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;
- 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)
- 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.

PART 2: ASSESSMENT

- Make accurate and productive use of assessment;
- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirement;
- Make use of formative and summative assessment to secure pupils' progress;
- Use relevant data and assessment information to monitor progress, set targets, and plan subsequent lessons in line with the School's agreed procedures for Assessment and Target Setting;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback in line with agreed School procedures.

PART 3: BEHAVIOUR

- Manage behaviour effectively to ensure a good and safe learning environment;
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils;
- Have clear rules and routines for behaviour in classroom, 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.

PART 4: PROFESSIONAL DEVELOPMENT

- 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;
- Engage with the annual appraisal procedure;
- Communicate effectively with parents with regard to pupils' achievements and well-being.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust, the Deputy CEO - Education will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

STRENGTHENING THE COMMUNITY

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church

representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Trust will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

DATA PROTECTION

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Chief Executive reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Experience						
1	Qualified Teacher Status	X		X		
2	Evidence of continued professional development and commitment to further professional development.	X		X		X
3	Further professional qualifications which support the work of the school		X	X	X	
Professional Experience and Knowledge						
1	Current or recent experience of teaching in Early Years or Key Stage 1		X	X	X	X
2	Working effectively as a member of a team	X		X	X	X
3	Working in partnership with parents	X		X	X	X
4	Knowledge and experience of working with a range of professionals		X	X		
5	Providing extra-curricular activity for children		X	X		
6	Evidence of high standards in teaching and learning	X		X	X	X
7	Providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)	X		X	X	
8	Demonstrate effective and accurate monitoring, assessment, recording and reporting of pupils' progress	X		X	X	
9	Knowledge of statutory requirements of legislation and own requirements to adhere to Equal Opportunities, Health & Safety, SEN and safeguarding	X		X	X	X
10	Creative planning to include a range of cross curricular opportunities for learning.		X	X	X	
Leading Teaching and Learning						
1	Clear evidence of teaching consistently to a 'good' or 'outstanding' standard	X		X	X	X
2	Promote the school's aims positively, and use effective strategies to motivate and inspire the children	X		X	X	
3	Develop good personal relationships within a team;	X		X	X	X
4	Establish and develop close working relationships with parents, governors and the community;	X		X	X	X
5	Create a happy but challenging and effective learning environment.	X		X	X	X
6	Effective organisational skills	X		X	X	X
7	Confident and competent user of ICT	X		X	X	X
8	Ability to promote excellent learning behaviours	X		X	X	X
9	Deliver presentations to parents in order to develop support for children		X	X		
Professional Experience and Knowledge						
1	Have high expectations of yourself and others	X			X	X
2	Be approachable	X			X	X
3	Be enthusiastic and motivational	X		X	X	X
4	Willing to contribute to the wider life of the school by contributing and organising extra-curricular activities and attending PTA events.		X	X		