



Class Teacher (1.0fte)

St Bartholomew's Church of England Academy



**St Bartholomew's Church of England Academy
Bredon Avenue
Binley
Coventry
CV3 2LP**

**Teacher
1.0fte
TMS1-6 / UPS**

Together, pursuing life in all its fullness

Class Teacher

About the Role

The Trust is looking to appoint an inspirational and highly effective Class Teacher on a permanent contract who is committed to supporting St Bartholomew's C of E Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

In return we can offer:

- A support network of professional colleagues
- A strong culture of professional development
- The opportunity to be part of an aspirational organisation and contribute to its development and growth plans
- Salary will be commensurate with the UQT/TMS Payscale dependent on qualifications
- Eligibility to join the Teachers' Pension Scheme

Applications

Thank you for your interest in this post. Interested candidates are encouraged to come in and meet with Mrs Tilley (elaine.tilley1@stbarts.covmat.org) to find out more about this fantastic opportunity.

Completed applications and supporting documents should be made prior to the closing date via our My New Term portal.

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

The date for interviews will be confirmed as soon as possible after shortlisting.

Job Description

KEY PURPOSE

To take responsibility for the education and welfare of a designated class of children in accordance with the current School Teachers' Pay and Conditions document, Teacher Standards and having due regard to the requirements of the National Curriculum and school policies.

JOB DETAILS

The post will be included in the MAT performance review scheme and salary progression will be linked to the outcomes of the scheme. This job description is not necessarily a comprehensive definition of the post, it will be revised at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.

MAIN ACTIVITIES

You will be expected to:

- take responsibility for planning and implementing appropriate work programmes for all children in the designated class, within the framework of national and school policies.
- maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.

MAIN ACCOUNTABILITIES

This will include to:

- plan work for the class in accordance with national, Multi Academy Trust and school curriculum policies and in co-operation with subject and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
- ensure a close match between the learning experience offered, and the individual needs of the children in the class, so as to give each child an opportunity to achieve to the maximum of his/her capability.
- make appropriate educational provision for children with SEN and those learning EAL, with support from the SENCo and EAL Co-ordinator.
- where possible, to make sure that the majority of the children's work is closely linked to first-hand practical experience.
- lead a curriculum subject which involves monitoring standards across the school and implementing new initiatives as and when appropriate
- provide children with opportunities to manage their own learning and become independent learners.
- create a secure, happy and stimulating classroom environment, maintaining the highest standards of organization and discipline.
- foster each child's self-image and esteem and establish relationships which are based on mutual respect.
- maintain a high standard of display both in the classroom and in other areas of the school.
- arrange for resources, equipment, and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning.

- work closely with colleagues to undertake medium and short-term planning and the implementation of agreed schemes of work.
- assess children’s progress, maintain records and provide written reports to parents and carers in accordance with school policies.
- communicate and consult with parents and carers and with outside agencies, as necessary, about children’s progress and attainment.
- ensure that the school’s aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in everyday classroom organization and practice.
- liaise with support staff both school-based and from the Multi Academy Trust and from other external bodies as required.
- take responsibility for the management of other adults in the classroom.
- take up the opportunity for continuous professional development through self-directed reading, courses and in-service training.
- participate and contribute to staff meetings and meetings which relate to school management, curriculum and administration.
- maintain a positive ethos and core values both inside and outside the classroom.
- implement and support the school policies and procedures.
- undertake any other reasonable and relevant duties and training as requested by the SLT in accordance with the changing needs of the school.
- take responsibility for curriculum subject area(s) as agreed with the Headteacher which could include:
 1. Promote the teaching of the agreed subject throughout the school, according to the requirements of the National and MAT Curriculum schemes of work and any other new initiatives from the Department for Education.
 2. In Conjunction with the Headteacher or other senior staff, be responsible for the implementation and management of the school’s policy for agreed subject area(s).
 3. Review the policy and adapt it as appropriate.
 4. Develop a scheme of work for subject suitable to the needs of the children aged 7 – 11.
 5. Take responsibility for maintaining and evaluating all material resources with a system of easy accessibility.
 6. To consult with colleagues and be responsible for ordering resources within an agreed budget in full consultation with the Headteacher.
 7. Offer support and advice to colleagues.

SELF AND WORKING WITH OTHERS

Effective relationships and communication are important in a school role and you will be expected to manage yourself and your relationships well. Through performance management and effective continuing professional development practice you will be expected to achieve high standards. You will be committed to your own continuing professional development.

This will include:

- Valuing people and treating them fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the Christian beliefs underpinning the school.
- Ensuring own CPD includes developments in education.
- Develop and maintain a culture of high expectations for self. Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.
- Managing own workload to allow for reflection and an appropriate work/life balance.

KEY ORGANISATIONAL ACTIVITIES

The post holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the school's Equal Opportunities framework.
- Commitment and contribution to improving standards for pupils as appropriate.
- Contributing to the maintenance of a caring and stimulating environment for pupils.

ACCOUNTABILITIES

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

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).

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

| | | Measured By | | | | |
|--|---|-------------|-----------|-------------|-------------------|------------|
| | | Essential | Desirable | Application | Interview Process | References |
| Personal Qualities, Qualifications and Experience | | | | | | |
| Qualifications and Experience | | | | | | |
| 1 | A good general education, including GCSE English and Maths or equivalent. | X | | X | | |
| 2 | Hold HLTA status, by meeting the national professional standards for the higher-level teaching assistants (HLTA status has equivalence to NVQ level 4) or a commitment to achieve within 2 years of commencing post OR Honours degree or equivalent including Qualified Teacher Status | X | | X | | |
| Professional Experience and Knowledge | | | | | | |
| 1 | To teach across the primary age range | | X | X | X | |
| 2 | Substantial, successful, relevant and recent teaching experience in primary school or Academy | X | | X | X | X |
| 3 | Knowledge and understanding of safeguarding requirements and good practice | X | | | X | |
| 4 | Knowledge of recent developments in the National Curriculum | X | | | X | |
| 5 | Successful experience of raising standards for all, with measurable outcomes | X | | | X | X |
| 6 | Experience of supporting children with Special Educational Needs in an inclusive environment | X | | X | X | |
| 7 | Experience of using ICT effectively in classroom teaching | X | | | X | |
| 8 | An understanding of the role of parents as partners in education | X | | X | | |
| 9 | A commitment to, and evidence of, promoting diversity and equal opportunities within the workplace, classroom, curriculum and employment practice | X | | X | X | |
| 10 | Understanding the distinctive Christian character of a Church school | | X | X | X | |
| 11 | A commitment to Professional Development | X | | X | X | |
| 12 | Experience of leading a subject successfully | | X | | X | |
| Skills and Abilities | | | | | | |
| 1 | A proven track record in ensuring the highest possible standards in teaching and learning | X | | X | X | X |
| 2 | Good understanding and application of best practice in teaching of phonics and knowledge of the use of APP | | X | X | X | |
| 3 | Successful experience of positive behavior management and developing a pupil-focused, inclusive and effective, learning environment so that behavior and attendance are outstanding | X | | | | X |

| Personal Qualities | | | | | | |
|---------------------------|--|---|---|---|---|---|
| 1 | Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the school | X | | X | X | |
| 2 | Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing | X | | X | X | |
| 3 | Is an outstanding, reflective, practitioner with high quality teaching skills and high expectations for pupils' learning and attainment | X | | X | X | X |
| 4 | An exemplary record of health and punctuality | | X | | | X |
| 5 | To provide a secure, stimulating and well-organised learning environment | X | | X | | |
| 6 | To ensure effective curriculum delivery through differentiation | X | | X | | |
| 7 | To work collaboratively and effectively as part of a team | X | | X | X | |
| 8 | To work with colleagues in providing for the intellectual, physical, social, spiritual and emotional needs of the children | X | | X | X | |

I..... (name) hereby confirm that I have received a copy of the Job Description for the post of Teacher.

Signed Date