



St Oswald's C of E Academy



St Oswald's C of E Academy
Addision Road
Rugby
CV22 7DJ

Candidate Information

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 who is committed to supporting St Oswalds 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 organization and contribute to its development and growth plans
- We are offering a salary of TMS 1 – 6, £31,650 - £43,607
- Eligibility to join the Pension Scheme

Applications

Thank you for your interest in this post. Interested candidates are welcome to speak to us for more information about this fantastic opportunity. Please contact the school office on school.office@stoswalds.covmat.org for an informal discussion about the post.

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.

Job Description

KEY PURPOSE

Under the lead of the Head of School, 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.

ACCOUNTABILITIES

The appointee will be line managed by Executive Headteacher.

PRINCIPAL RESPONSIBILITIES

- 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.
- To maintain assessment records and report on pupils' progress to senior staff and to parents and carers, in accordance with school policy.
- To plan work for the class in accordance with national, Multi Academy Trust and school curriculum policies and in cooperation with subject and phase leaders to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
- To ensure a close match between the learning experiences 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.
- To make appropriate educational provision for children with SEN and those learning EAL, with support from the SENCo.
- Where possible, to make sure that the majority of the children's work is closely linked to firsthand practical experience.
- To provide children with opportunities to manage their own learning and become independent learners.
- To create a secure, happy and stimulating classroom environment, maintaining the highest standards of organisation, and discipline.
- To foster each child's self- image and esteem and establish relationships which are based on mutual respect. Job Description Page 6 of 10
- To maintain a high standard of display both in the classroom and in other areas of the school.

- To 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.
- To work closely with colleagues to undertake medium and short term planning and the implementation of agreed schemes of work.
- To assess children's progress, maintain records and provide written reports to parents and carers in accordance with school policies.
- To communicate and consult with parents and carers and with outside agencies, as necessary, about children's progress and attainment.
- To ensure that the school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in every day classroom organisation and practice.
- To liaise with support staff both school based, from the Multi Academy Trust & from other external bodies as required.
- To take responsibility for the management of other adults in the classroom.
- To take up the opportunity for continuous professional development through selfdirected reading, courses and in-service training.
- To participate and contribute to staff meetings and meetings which relate to school management, curriculum and administration.
- To maintain a positive ethos and core values both inside and outside the classroom.
- To implement and support the school policies and procedures.
- To undertake any other reasonable and relevant duties and training as requested by the SLT in accordance with the changing needs of the school.
- To take responsibility for curriculum subject area(s) as agreed with the Head Teacher which could include:
 1. Promote the teaching of the agreed subject throughout the school, according to the requirements of the National & MAT Curriculum/IPC schemes of work and any other new initiatives from the Department for Education.
 2. In conjunction with the Head Teacher or other senior staff, be responsible for the implementation and management of the school's policy for agreed subject area(s). Page 7 of 10
 3. Review the subject area(s) policy and adapt it as appropriate
 4. Develop a scheme of work for the subject suitable to the needs of a primary school catering for 4-11 year olds.
 5. Take responsibility for maintaining and evaluating all material resources with a system of easy accessibility. To consult colleagues and be responsible for ordering resources within an agreed budget in full consultation with the Head Teacher.

6. Offer support and advice to colleagues.

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 \(www.gov.uk\)](https://www.gov.uk/government/organisations/disclosure-and-barring-service)

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	Honours degree or equivalent	✓		✓	✓	
2	Qualified teacher status	✓		✓	✓	
3	Evidence of continuous professional development relating to curriculum, teaching and learning		✓	✓	✓	
Professional Experience and Knowledge						
1	Successful, relevant and recent teaching experience in a primary school or Academy	✓		✓	✓	✓
2	Successful experience of raising standards for all, with measurable outcomes	✓		✓	✓	✓
3	Knowledge and understanding of safeguarding requirements and good practice	✓		✓	✓	✓
4	Up to date knowledge of the teaching of literacy and numeracy	✓		✓	✓	
5	Knowledge of recent developments in the national curriculum	✓		✓	✓	
6	Experience of supporting children with Special Educational Needs and EAL in an inclusive environment	✓		✓	✓	
7	Experience of using ICT effectively in classroom teaching	✓		✓	✓	
8	Knowledge of assessment, recording and reporting of pupils' progress and achievements	✓		✓	✓	
9	Understanding of the distinctive Christian character of a Church school		✓	✓	✓	
Skills and Abilities						
1	To provide a secure, stimulating and well organised learning environment	✓		✓	✓	
2	To ensure effective curriculum delivery through differentiatio	✓		✓	✓	
3	To work collaboratively and effectively as part of a team	✓		✓	✓	
4	To work with colleagues in providing for the intellectual, physical, social, spiritual and emotional needs of the children	✓		✓	✓	
5	To establish and develop positive relationships with parents, governors and the local community	✓		✓	✓	
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	✓		✓	✓	✓
2	Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing	✓		✓	✓	✓
3	Is a reflective practitioner with high quality teaching skills and high expectations for pupils' learning and attainment	✓		✓	✓	✓
4	Is committed to on-going professional development	✓		✓	✓	✓