

## Job Description: **TEACHER** with YEAR TEAM LEADER TLR

<b>Job title:</b>	TEACHER with YTL TLR	<b>Team:</b>	TEACHING TEAM inc IMPACT TEAM
<b>Based at:</b>	PRIESTMEAD PRIMARY SCHOOL		
<b>Salary:</b>	Main or Upper Pay Scale & TLR 2B £5,250		
<b>Line Manager:</b>	Headteacher		
<b>Supervisory:</b>	Teachers in Phase and Phase support staff deployment		
<b>Hours:</b>	On site 8am-4pm, directed hours 8.15am-3.45pm*		
<b>Contract:</b>	195 days a year		

### Essential Functions:

- To safeguard children in every interaction including a proactive approach to health and safety
- To work professionally with all adults, following the code of conduct at all times
- To consistently demonstrate all [Teacher Standards](#) in line with school 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
- As a TLR Holder, lead on a priority curriculum area for the school and lead a phase team
- To support the school's vision and values
- To undertake any other duties as required by the school

\*All teachers are required to carry out the professional duties & responsibilities as set out in the current STPCD

### Teaching, Learning, Assessment:

- Implement the teaching policy to deliver a sequential, progressive and inspiring curriculum
- Systematically refer to the curriculum objectives, then plan building on prior knowledge, teach, adapt, assess, deliver or direct interventions and plan again for every lesson for every subject taught
- Commit to the assessment procedures both formative and summative, meeting deadlines as required
- Consistently model the highest standards of spoken and written English, including cursive handwriting
- Demonstrate a commitment and love for reading for pleasure, as well as teaching including phonics
- Ensure every child receives timely, effective and purposeful feedback for every area of learning
- Demonstrate good subject and curriculum knowledge
- Use evidence-based approaches to inform best classroom practice
- Comply with the preparation for, and delivery of, any statutory assessments

### Behaviour, Safety, Attitudes and Personal Development:

- Be a positive role model, demonstrating positive attitudes
- Follow the school policy for behavior, care and control and safeguarding, using the school's recording system in a timely manner to inform SLT of possible safeguarding concerns
- Create a safe learning environment, where children feel inspired, excited, stimulated and purposeful
- Ensure a commitment to equality, diversity and inclusion is evident in the use of sanctions and rewards, supporting self-regulation and developing metacognition
- Comply with responsibilities linked to supervision, registration, safeguarding and transition times
- Raise any concerns you have about any child

### Leadership & Teaching & Learning Responsibility (TLR):

- Be the named responsible person to lead a subject and lead an effective year/phase team
- Demonstrate leadership behaviours of self-awareness, integrity, resilience, delivering continuous improvement, being learning focused, developing others, show respect and demonstrate commitment
- Lead with relentless ambition and rigour to achieve the best outcomes for every child
- Develop implementation plans, taking into account staff workload to support their wellbeing
- Be clear on the impact measures, through forensic use of data and timely monitoring and feedback
- Have clear and frequent communication with your phase team; with senior leaders and those in governance communicate on achievements and challenges in your area of responsibility

### Support the School:

- 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”

<b>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.</b>		
<b>NEW TEACHERS MPS1-3</b>	<b>EXPERIENCED TEACHERS MPS4-6</b>	<b>EXPERT TEACHERS UPS1-3</b>
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.*

**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 YEAR TEAM LEADER TLR

<b>Job title:</b>	<b>TEACHER with YLT TLR</b>	<b>Team:</b>	<b>TEACHING TEAM inc IMPACT TEAM</b>
<b>Based at:</b>	<b>PRIESTMEAD PRIMARY SCHOOL</b>		

**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.

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.

CRITERIA	Application	Assessment
<b>Education &amp; Training</b>		
1. Qualified Teacher Status	✓	
2. A degree at a 2:2 or higher	✓	
3. Evidence of Right to Work in the UK	✓	
<b>Experience</b>		
4. At least three years teaching in a primary educational setting	✓	
5. Experience of leading a school improvement action with a team of staff	✓	✓
<b>Knowledge &amp; Understanding</b>		
6. Know statutory safeguarding and Keeping Children Safe in Education requirements	✓	✓
7. Know the SEN Code of Practice and how adults meet needs of children with SEND	✓	✓
8. Confident and competent digital/e-safety knowledge	✓	✓
9. Full knowledge of EYFS and National Curriculums and how a school curriculum is sequentially mapped out	✓	✓
10. Sound pedagogical understanding of effective teaching such as Rosenshine	✓	✓
11. Knowledge of how to lead a team and what makes an effective team	✓	✓
<b>Skills and Qualities</b>		
12. Clear spoken and written english and the ability to communicate clearly	✓	✓
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	✓	✓