##

## INFORMATION AND APPLICATION PACK

## Recruitment of:

## Class Teacher for immediate start and September 2018

## TLR available for the right candidate

## Employer: Winston Way Academy (part of The Silver Birch Academy Trust)

# Winston Way Academy, Ilford, Essex

# Class Teacher - Main or upper scale depending on experience. TLR available for the right candidate

We are looking to appoint dynamic, enthusiastic teachers to join our team and work in our school. We are part of the Silver Birch Academy Trust which is highly ambitious and we are driven to achieving the best possible outcomes for the pupils who attend our schools.

We strongly believe that you as a teacher are pivotal to the Trust achieving its ambitions and vision for our pupils. Therefore, if you join us, you will be given extensive opportunities to develop professionally and be rewarded accordingly. We are committed to career progression and developing your professional skills and leadership qualities.

At all of our schools, we pride ourselves in our strong team ethos and recognise the importance of the well-being of staff, as well as that of children. If you are an excellent practitioner, who thrives on challenge and providing exciting opportunities for the pupils we teach, then we would like to hear from you. NQTs are welcome to apply.

The successful candidate will have a:

· Commitment to reaching high standards of performance for pupils

· Driving ambition to maximise the potential of all pupils

· Track record of success

· Excellent communication skills.

We offer:

· High quality professional development opportunities

· Supportive working environment where talents are recognised and nurtured

· A personal iPad for individual use

The Silver Birch Academy Trust as a priority, is committed to safeguarding and protecting the welfare of children and vulnerable adults. The successful applicant will undergo checks with past employees and the Disclosure and Barring Service.

Visits to the school are actively encouraged. To arrange an informal visit, please email the school at **shazia.parveen@winstonway.redbridge.sch.uk**.

# Job purpose:

To carry out the professional duties of a school teacher, as set out in the School Teachers’ Pay and Conditions of Employment Document and as directed by the Headteacher.

To promote the educational achievement and well-being of pupils in the school.

To work collaboratively with colleagues in the school and across the Trust to maintain the Trust’s creative and aspirational culture, leading ambition for pupils and staff and elite achievement for its pupils.

# Areas of Responsibility and Key Tasks:

# Promote outstanding progress and outcomes for pupils:

* Identify pupils and groups, including the more able, who are underachieving or at risk of underachievement and take swift and appropriate actions to resolve concerns
* Regularly track the progress of individual pupils, identifying gaps in their understanding, knowledge and skills and intervene where pupils are not making progress
* Work with leaders to identify strategies to address concerns regarding individual pupils, including the development of specific plans for pupils with specific needs
* Ensure high standards of work and presentation in books at all times
* Recognise that ‘every lesson counts’.

# Set high and ambitious expectations for all pupils which challenge their learning and inspire and motivate them:

* Ensure expectations for outstanding progress and outcomes are embedded in planning and teaching
* Plan next steps for pupils which effectively promote progress and move their learning on
* Make effective use of visual resources, media and interactive whiteboards to engage pupils and provide them with exciting learning opportunities.

# Plan and teach interesting and well structured lessons:

* Have excellent understanding of how learning progresses in a lesson and make the best use of resources to enthuse and engage pupils
* Regularly plan, adapt planning and use assessment effectively to inform future learning
* Provide clear structure to lessons so that pace is maintained and pupils feel motivated and challenged
* Contribute to planning meetings with colleagues
* Have excellent organisational skills
* Organise pupils in varied ways to maximise learning and enable them to work collaboratively with their peers and access higher order thinking/discussion.

# Use assessment accurately to improve learning and provide strong feedback to pupils:

* Complete all assessments, as determined by the academy and/or Trust
* Complete records, on-line assessments of all pupils, as determined by the academy and/or Trust
* Present assessment information, as requested by senior leaders
* Ensure accurate on-going assessments in the lesson inform future planning and pupils are not given work they can already do well
* Effectively mark and provide accurate written guidance to pupils, in line with the academy’s marking policy and develop a dialogue with pupils on their progress and next steps in learning
* Prepare written reports for parents/carers and report verbally on their child’s progress at specific times over the academic year.

# Demonstrate good subject knowledge and understanding of the curriculum:

* Keep up to date with best practice, current pedagogy and educational research in curriculum subjects
* Promote and share specialist subject knowledge to enhance teaching and learning
* Plan accurately to meet the challenging expectations of the curriculum, so that pupils are well prepared for their next academic year and/or stage of learning
* Ensure planning is well informed and subject areas are well researched prior to planning so that potential misconceptions are known prior to teaching.

# Adapt teaching to respond to pupils’ individual needs and strengths to ensure no group is left behind and pupils’ learning is challenged:

* Ensure that activities are effectively differentiated to address the varying abilities of pupils, recognising that ‘different’ does not mean ‘differentiated’
* Ensure that equal opportunities are actively promoted in the lesson and planning promotes this effectively
* Provide challenging activities to all ability groups and raise aspirations of what every child can achieve
* Actively promote mastery of the curriculum
* Direct and manage the work of additional adults in the class so that they are deployed effectively and contribute to pupils’ learning.

# Manage behaviour effectively to ensure the environment is highly conducive to learning, pupils feel safe and well looked after:

* Promote positive learning attitudes
* Treat children fairly
* Accept responsibility of the health and safety of pupils directly in your care and monitor the same for pupils indirectly in your care, throughout the school
* Create a well-ordered and secure environment, where pupils feel they can learn well and their learning is not disrupted.

#  Fulfil wider professional responsibilities:

* Contribute, collaborate and co-operate with staff in the academy, across the Trust and with professional agencies, as required
* Contribute to the whole Trust ethos by leading by example
* Acknowledge that you are a representative of the Trust and maintain high standards of professionalism at all times, both within the academy, across the Trust academies and in public
* Contribute towards the development of the academy and promotion of the Trust, including the development of policies and plans, as required
* Take part in a range of training opportunities, including face-to-face and on-line, to further develop as a professional teacher
* Maintain strong interpersonal relationships with pupils and staff
* Establish strong home-school links to encourage parents/carers to support their child’s learning at home.

#  Line Management:

* Responsible to the Headteacher of School
* Responsible for the supervision of designated teaching and support staff.

#  Review and Amendment:

This job description is normally subject to an annual review. It may be amended at the request of the Headteacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

**PERSON SPECIFICATION**

**CLASS TEACHER: MAIN SCALE**

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Education to degree level e.g. BEd HonsDfE Qualified Teacher Status PGCEOther professional qualifications | **🗸****🗸****🗸** | **🗸** |
| **Experience** |  |  |
| Experienced Class Teacher An excellent track record of recent, relevant professional developmentSuccessful experience of monitoring, evaluating and pursuing excellence in teaching and learning | **🗸****🗸** | **🗸** |
| **Knowledge & Understanding** |  |  |
| An understanding of the different ways in which pupils learn.An understanding of a variety of teaching styles. Evidence of an interest in and some detailed knowledge in an area of the curriculum of the candidates own choice. An understanding of the responsibility of the class teacher with regard to health and safety of pupils in their care. An understanding of a variety of ways in which pupils might be considered to have special educational needs.Knowledge of recent developments in educational strategies and best practice.Understanding of the role and impact of assessment in children’s learning.  | **🗸****🗸****🗸****🗸****🗸****🗸****🗸** |  |
| **Commitments** |  |  |
| A commitment to creating a learning environment which provides equal opportunities for all in a fully inclusive school.A commitment to parental partnership in the learning processA commitment to individualised /personalised learning.A commitment to safeguarding all children and following the school’s safeguarding policies and protocols | **🗸****🗸****🗸****🗸** |  |
| **Skills & Abilities** |  |  |
| Evidence of the ability to communicate clearly, both orally and in written form.Evidence of the ability to organise and monitor the curriculum for a class of pupils of mixed abilities, aptitudes and education needs.Evidence of an ability and willingness to work co-operatively with colleagues, outside agencies and parents. Evidence of the ability to lead pupils towards self-discipline, setting boundaries and ensuring pupils observe these.Ability to support and evaluate links between home, school and outside agencies.Ability and willingness to undertake professional development training. | **🗸****🗸****🗸****🗸****🗸****🗸** |  |
| **Self-Management Skills**: | **Essential** | **Desirable** |
| Prioritise and manage own time effectively | ✓ |  |
| Work under pressure and to deadlines | ✓ |  |
| Achieve challenging professional goals | ✓ |  |
| Take responsibility for own professional development | ✓ |  |
| **Personal Qualities and Attributes:** |  |  |
| A commitment to inclusive education | ✓ |  |
| Evident enjoyment in working with children and their families | ✓ |  |
| Personal impact and presence | ✓ |  |
| Vision, imagination and creativity | ✓ |  |
| Ability to inspire confidence in children, parents and others where appropriate | ✓ |  |
| Determination to succeed and the highest possible expectations of self and others | ✓ |  |
| Adaptability to changing circumstances and new ideas | ✓ |  |
| Have a clear educational philosophy and strong pedagogy | ✓ |  |
| Ability to manage and overcome setbacks | ✓ |  |
| Responsive to an open and collaborative style of management | ✓ |  |
| Intellectual ability and curiosity | ✓ |  |
| Reliability, integrity and stamina | ✓ |  |
| Dynamic, organised and proactive | ✓ |  |
| **Further Requirements** |  |  |
| An excellent record of attendance and punctuality. | ✓ |  |
| Application form should be fully completed | ✓ |  |
| Supporting statement/letter of application should address the criteria identified in the person specification | ✓ |  |
| Written references only | ✓ |  |