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**VALLE Y INVIC TA PRIMARY SCHOOLS AT:**

**AYLESFORD • KINGS HILL • LE YBOURNE CHASE • HOLBOROUGH L AKES**

recruitment

of teaching colleagues

**1** Basic Information

**2** Class Teacher Job Description

**Valley Invicta Primary Schools at:**

**Aylesford • Kings Hill • Leybourne Chase • Holborough Lakes**

**Main Pay Scale**

**Aylesford Primary School**

was placed in Special Measures by Ofsted in September 2012. SAT results in 2015 were well above floor and the school is now staffed with highly professional and enthusiastic teachers and has an increasing pupil roll.

**Kings Hill, Leybourne Chase and Holborough Lakes**

are 3 new schools which opened in September 2015 and pupil numbers are rapidly expanding.

The schools have an outstanding governance monitoring programme which enables the local governing body and the Trust to pursue its ambitious objective:

**To be Outstanding is our expectation**

**To be World Class is our aspiration**

To free the Headteacher to focus on educational leadership, all financial management, human resource, ICT and site care functions are delivered by the Trust’s Business Centre. However, school budgets are not ‘top-sliced’. Each of the Trust’s schools pay directly for the services the Business Centre provides. Our aim is to provide higher quality and lower cost services than an individual school could secure as its own.

**The 8 National Teacher Standards Academic Responsibilities Inclusion Responsibilities**

**1. Set high expectations**

**which inspire motivate and**

**challenge pupils**

• Ensure all teaching is good.

• Be aware of pupil’s capabilities, their prior knowledge and plan teaching and differentiation appropriately to ensure pupils are challenged and make good progress.

• Ensure that all teaching is good.

• Share pupil successes with the SLT and whole school community.

• Give pupils regular feedback both orally and written to ensure pupils feel valued.

• Ensure pupils have access to appropriate resources to ensure that they are able to access the learning and become independent learners.

• Liaise with other teachers/teaching assistants teaching pupils to ensure aware of pupil progress and achievement. Utilise the knowledge to ensure good progress and outcomes.

**2. Promote good progress and outcomes by pupils**

• Give pupils regular encouragement and feedback, both orally and through marking to ensure pupils are motivated and challenged.

• Adapt teaching to respond to the strengths and needs of all pupils, using approaches which enable all pupils to make good progress.

• Plan and deliver all lessons ensuring that they build on pupils prior knowledge and attainment, and that pupils make good progress.

• Be aware of all relevant information about pupils’ social situations, learning needs, interests etc. that may have an impact on learning.

• Liaise with parents on pupil progress/any issues that are or may impact on pupil progress.

• Prepare class assemblies to parents to enable pupils to share success.

• Ensure visual timetable in place so pupils prepared for learning.

**3. Demonstrate good subject and curriculum knowledge**

• Demonstrate good subject and curriculum knowledge.

• Demonstrate a critical understanding of developments in the curriculum.

• Demonstrate an understanding of and be responsible for promoting high standards of literacy, numeracy, articulacy, standard English and specialist subject areas.

• Be familiar with the school’s curriculum map.

• Develop the teaching skills to implement Read Write Inc and Language for Literacy.

**4. Plan and teach well- structured lessons**

• Ensure all lessons are planned and delivered, building on pupils’ prior knowledge and attainment that pupils make good progress.

• Adapt teaching to respond to strengths and needs of all pupils and differentiate appropriately to ensure all pupils make good progress.

• Plan sequences of lessons in line with the school curriculum map that build on prior learning.

• Plan lessons that are appropriately differentiated to respond to the needs of all pupils.

• Adapt teaching to respond to the needs of pupils.

• Ensure that pupils PHSE is developed through the use of SEAL.

**The 8 National Teacher Standards Academic Responsibilities Inclusion Responsibilities**

**5. Adapt teaching to respond to the strengths and needs of**

**all pupils**

• Use relevant data to monitor progress, set targets.

• Be aware of pupils capabilities, their prior knowledge and plan teaching and differentiate appropriate to built on these demonstrating knowledge and understanding of how

pupils learn.

• Use effective A4L and adapt lessons to meet needs of pupils to ensure they are challenged and make progress.

• Ensure they are aware of the progress of all pupils in their class, including those that

are taught in other sets. Utilise this knowledge to promote high expectations and good progress across the curriculum.

• Be aware of AEN pupils and ensure interventions are planned to meet their needs to ensure good progress.

• Be aware of vulnerable pupils and liaise with colleagues to ensure aware of needs.

• Be aware of G&T pupils and ensure that activities planned that challenge and stretch.

**6. Make accurate and**

**productive use of assessment**

• Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for all learners, monitoring learners’ progress levels of attainment.

• Use assessment to inform planning .

• Give pupils regular feedback, both orally and through accurate marking and enable pupils to respond to the feedback, reflecting on their progress to ensure making moves learning forward.

• Ensure pupils are aware of their targets and what they need to do in order to achieve them.

• Ensure that pupils are aware of what they are learning and the success criteria in lessons.

• Give pupils oral/written feedback and ensure they have daily opportunities to respond and extend their learning.

**7. Manage behaviour effectively to ensure a good and safe learning environment**

• Implement the school behaviour policy ensuring there are clear rules.

• Have high expectations of behaviour, promoting self control and independence of all learners.

• Reward pupils consistently and fairly in line with school behaviour policy.

• Manage class effectively in order to inspire, motivate and challenge pupils.

• Be aware of attendance issues that impact on learning and liaise with the HT.

• Monitor behaviour and liaise with HT on any changes in behaviour that impacting on learning.

• Liaise with parents.

• Implement school behaviour policy.

• Celebrate success – assemblies, share with HT.

**The 8 National Teacher Standards Academic Responsibilities Inclusion Responsibilities**

**8. Fulfil wider professional responsibilities**

• Work collaboratively with others to develop effective professional relationships.

• Deploy support staff effectively as appropriate.

• Communicate effectively with parents/carers with regard to pupil achievement and wellbeing.

• Make a positive contribution to the wider life and ethos of the school.

• Be responsible for improving your teaching through participating fully in training and

CPD opportunities identified by the school or as an outcome of appraisal.

• Liaise with colleagues.

• Share relevant information with outside agencies.

• Work with colleagues to monitor progress of vulnerable pupils and to identify any needs/concerns.

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