**JOB DESCRIPTION & PERSON SPECIFICATION**

**Assistant Head Teacher Primary: Personal Development, Progress & Attainment, Well Being & Inclusion, Pastoral, Welfare and PSHEE**

**RESPONSIBLE TO:**

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| **Head Teacher** |

**RESPONSIBLE FOR:**

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| **Primary Quality of Teaching, CPD, Learning & Progress, Assessment and Reporting, Personal Development, Well Being and Inclusion and Tutor Team** |

**LIAISING WITH:**

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| **Head Teacher, Trustees, FLN, teaching / support staff, LA representatives, external agencies and parents.** |

**JOB PURPOSE:**

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| To report to the Head Teacher and the Leadership Team with regard to the progress of classroom practice from the development of the coaching framework and the impact on student outcomes in Primary.  To provide professional leadership and management of Teaching & Learning across the school in order to raise standards of student attainment and achievement across the school by:   * establishing systems for Quality Assurance (through Team Reviews) to inform the School Improvement Plan and the Self Evaluation Tool and to establish a positive culture of self-review and improvement * leading innovation and development of Teaching & Learning through ICT and other new technologies and research * developing and enhancing the teaching practice of others through coaching * promote and develop assignments/lesson/study and work with the Head Teacher, Teacher Academy and staff to provide a broad based and deep PD for staff.  |  | | --- | | **Leadership**   * To be accountable for the achievement, attainment and progress of students across the school * Strategic lead on the development of Teaching & Learning for all staff * To monitor and evaluate the progress of staff and students towards meeting the overall aims and objectives * To strategically develop the whole school use of national initiatives to ensure effective planning for future improvements * Line Management of identified curriculum areas | | **Curriculum**   * To monitor classroom performance and manage interventions and support * To be accountable, evaluating Teaching & Learning strategies * To create structures to ensure that Teaching & Learning is innovative and of a high quality throughout the school * To ensure that key dimensions and themes of Learning to Learn and PLTS are developed across the curriculum   Progress and Attainment   * Mark/track/reput/action progress data for primary years. | | **Learning**   * To keep up to date with national developments in pedagogy * To conduct ‘learning walks’ and other learning evaluation strategies in accordance with school policy * To ensure that challenging targets are set, understood and used effectively to raise standards of attainment * To develop a culture of independent learning * To ensure that new technologies are introduced and deployed effectively across the school and that pedagogy embraces and develops with available technologies |   **Well Being and Inclusion**   * Pastoral Leader – leading staff and students to promote the ethos of Focus Schools. Promoting consistently high expectations of all in our school community. * Inclusion Leader – promoting an inclusive ethos; working closely with the Head Teacher, Assistant Head Teacher for Primary and the Regional Learning Support Coordinator. * To co-ordinate effective deployment of resources and strategies to ensure that students’ emotional needs are being met so that they can effectively engage in their learning. * To co-ordinate and liaise with external agencies and teams in the support of young people and their families and the school, such as the LA Multi Agency Teams, Speech and Language Therapist, Psychologist etc.. * To ensure the day to day effective operation of the Pastoral System, including Behaviour and Rewards House systems. * To use and develop the data systems within the school to monitor the behaviour support systems. * To use data systems to track whole school progress towards meeting milestones relative to behaviour, exclusions and the impact upon progress of vulnerable groups and attendance.   **Role Specific Duties**   * To contribute to and implement the School’s Action Plan. * To be part of the School’s Senior Leadership Team. * To participate in the Academy’s Self Review processes, contributing to the completion of the SET. * To take responsibility for managing relevant sections of the School’s Action Plan, including monitoring its milestones. * To lead whole school initiatives that contribute to Raising Achievement/School Improvement. * To develop coherence and consistency in the academy’s PSHEE in liaison with the Head of Houses. * To take the lead in promoting the best practice to achieve outstanding behaviour for learning. * To keep up to date with current best practice in an educational setting linked to the pastoral/inclusion role. * To enable and empower other staff in the school to fulfil their roles. * To play an active role in planning for the future development of the school. * To be responsible for various aspects of the day to day management of the school. * To participate in and support the work of all staff. * To participate in the review, monitoring and evaluation of students’ progress. * To hold the Head of Houses and tutor teams to account for the progress of the students in their care. * To be responsible for promoting and safeguarding the welfare of children, including updating staff training regularly and being responsible for relevant policies pertaining to this within school. * To liaise as appropriate with other professional institutions and/or individuals outside of school. * To positively promote the work of the school to other interested parties. * To performance manage staff and act as reviewer where appropriate. * Building learning capacity in the academy by removing barriers to good teaching and planning for progression. * Establish and maintain clear expectations in relation to standards, quality and achievement for both teachers and students at the school. * To communicate with families and students on a regular, effective basis where required to ensure and develop strong positive relationships * Provide and support a consistent team approach to routine and discipline matters. |

JOB TITLE – Classroom Teacher

*Job Description*

RESPONSIBLE TO

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| Head Teacher |

RESPONSIBLE FOR

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| The provision of a full learning experience and support for students. |

LIAISING WITH

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| Head Teacher, teaching / support staff, LA representatives, external agencies and parents. |

WORKING TIME

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| * Be available to teach pupils for 190 days of the school year. * Be available for 5 extra days which will be specified by Focus or the CA Team. * Be available to perform duties as specified by the Head Teacher for 1265 hours in any school year.   (The above points will be pro rata for all part time posts)   * Participate in any reasonable activities of a professional nature as directed by the Head Teacher. |

JOB PURPOSE

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| The class teacher role is central to the delivery of excellent teaching and learning and is specifically required to:   * Raise student attainment and achievement through well planned, appropriately pitched and differentiated class teaching * Provide day-to-day classroom leadership, inspiration and management, and maintain excellent teaching practice * Maintain an orderly and safe and classroom environment that is conducive to good learning * Support the effective implementation of the agreed education programme including the overall development and well-being of individual learners of all abilities * Support and implement the school’s student progress tracking arrangements at class level * Uphold and promulgate the Focus ethos within all areas of responsibility * Maintain positive, appropriate and effective communications and relationships at all levels * Comply with and support the implementation of all school policies at all times * Implement the SDL framework (Assessment/Lesson/Study) * Employ learning platform (Canvas) to support learning at levels. |

DUTIES

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| The key duties include but are not limited to the following:  **Specific DUTIES**  **In recognition of the importance of good classroom management combined with exemplary teaching practice for improved student learning outcomes, the key duties include but are not limited to the following:**   * Report to and meet regularly with the FLN Curriculum Lead or such other line manager as directed by the School Leadership Team * Deliver the subject curriculum teaching across year groups as directed by the Head Teacher * Ensure classroom teaching is well planned, appropriately pitched and differentiated to meet the needs of all learners * Set homework and mark work in line with the current school policies * Prepare reports and communicate with parents regularly in line with current school policy * Attend and participate in staff meetings as requested by the Head Teacher and School Leadership Team * Cooperate with the Head Teacher on Management of Performance activities such as lesson observations and work scrutiny * Contribute to, share in and promote the wider and longer term vision of the school * Within the areas of your responsibility, ensure the school fulfils its obligations in regard of compliance with statutory and regulatory requirements * Contribute to the recording of student performance data, tracking and target setting as directed by the Head Teacher * Maintain a high standard and equitable approach to student welfare and behaviour management in line with the current school policy * Promote a classroom culture for learning in which everyone takes responsibility for a high standard of student behaviour * Consistently demonstrate a high standard of organisational skills in all areas of responsibility * Establish & maintain effective working relationships at every level   **General Duties**   * To perform such other duties as may be requested from time to time, commensurate with the role * Uphold and promulgate the Focus ethos within all areas of responsibility * Contribute to, share in and promote the wider and longer term vision of FLT and OneSchool * To promote equality, diversity and inclusion and demonstrate this within the role, adhering to the FLT Equal Opportunity Policy * Comply with and support the implementation of all School and FLT policies * To adhere to Health & Safety Policies and ensure all tasks are carried out with due regard to Health and Safety * To work with due regard to confidentiality and the principles of Data Protection, encouraging others to do the same   **PERSONAL Duties**   * To set an example of positive personal integrity and professionalism, with positive, appropriate and effective communications and relationships at all levels * Ensure high standards are maintained, progressed and promoted in all areas of work |
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| * To undertake appropriate professional development and positively participate in the appraisal of own performance * Communicate and co-operate effectively and positively with specialists from outside agencies where applicable * Attendance at staff meetings as appropriate   **SAFEGUARDING**  Focus Learning Trust and its affiliated schools are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.  The post is subject to an enhanced DBS check with appropriate Barred List checks, or the equivalent enhanced criminal records check. |
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Reporting To

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| Reporting to Head Teacher |

SUPPORT FOR THE ROLE

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| The role is supported by a Head Teacher and a proactive board of trustees with a designated Campus Administrator to work with the Head Teacher on a day to day basis.  Regional Principals provide assistance in areas such as curriculum, SDL, SEND, performance management, CPD, data, pedagogy, and to support progress, promote consistency and share good practice between schools.  Focus Learning Trust provides a range of support services in areas such as ICT, recruitment, HR, policies, resources and compliance. |

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| **Employee Signature:** |  |
| **Line Manager Signature:** |  |
| **Date:** |  |

ISSUED BY

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| Focus Learning Trust  Issue date: January 2017 |

**JOB TITLE – Classroom Teacher -** Person Specification

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| **Specification** | **Essential** | **Essential/Desirable** |
| **Experience and Knowledge** | * Experience working in a Secondary School setting * Experience of Microsoft Office (Word, Excel, PowerPoint) * Experience of using SIMS * Experience of using Canvas/or other VLP | E  E  D  D |
| **Education and Qualifications** | * Qualified Teacher Status (QTS) with acceptable Enhanced DBS Disclosure * Subject specific Degree (2:2 or above) | E  E |
| **Skills and Abilities** | * Excellent classroom practitioner * Demonstrable ability to maintain high standards of student management * Organised, able to plan time effectively, prioritise and meet deadlines * Empathy with children and young people * Good interpersonal and communication skills * Uncompromising approach to high standards * Good communication skills written and verbal * Good organisational skills * A positive role model of professional practice and conduct of others | E  E  E  E  E  E  E  E  E |
| **Training** | * Willingness to undertake relevant training and identify own development needs * Committed to ongoing CPD and Professional development | E  E |
| **Attributes and Attitudes** | * Uncompromising approach to high standards * Flexible approach and positive attitude towards work * Punctual and reliable * Ability to adapt to changes in the workplace | E  E  E  E |
| **Equality, diversity and inclusion** | * Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application | E |
| **Safeguarding** | * Knowledge, understanding and commitment to safeguarding and promoting the welfare of students * Ability to form and maintain appropriate relationships and personal boundaries with students | E  E |

The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

Focus Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

All staff are expected to be committed to the Equal Opportunities Policy.