

SKERNE PARK ACADEMY JOB DESCRIPTION

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| <u>POST TITLE:</u> | Reading Intervention (0.5) and KS2 Class Teacher (0.5) |
| <u>GRADE:</u> | MPS (Fixed 2 term contract) |
| <u>REPORTING RELATIONSHIP:</u> | To the Headteacher |
| <u>START DATE:</u> | January 2022 or as soon as possible thereafter |

Each **teacher** is responsible for carrying out the duties of a teacher as set out in the current copy of The School Teachers' Pay and Conditions Document. This job description may be modified by the Headteacher, with agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

The specific role requires the teacher to work with both small groups of pupils and 1:1 to enhance our reading provision and support children with their reading attainment to support recovery. The role also involves whole class teaching in KS2. Full details will be given on the interview day should you be shortlisted.

Specific duties of a teacher are detailed below:

MAIN DUTIES/RESPONSIBILITIES

1. To have a commitment to the agreed whole school vision and values as published in the school prospectus. To positively promote and contribute to the team ethos of the school.
2. To plan, prepare and implement an appropriate programme of work for the children which:
 - takes account of each child's individual needs through differentiation of expectations/task.
 - considers the needs of the child in all aspects of development.
 - fulfils the National Curriculum requirements.
 - is in line with whole school policies.
 - motivates the children to learn independence and self confidence.
 - have an awareness of decisions made by the Government, LA, Governing Body and Support Agencies.
 - has a commitment to first hand experience/curriculum enrichment and the celebration of children's contributions.
3. To assess and evaluate the children's work and provide pupil profiles/records of achievement which:
 - are in line with the National Curriculum requirements.
 - enable the tracking and monitoring of progress and inform the setting of annual targets.
 - form the basis of professional dialogue with: Colleagues; Parents; Support Agencies; Link Schools etc.
 - are filed and available (on request) to parents.
4. To ensure that all the children within the class have equal access to the experiences and opportunities provided.
5. To take an active part in meetings/working groups relevant to the age range that you are teaching.
6. To actively promote and implement whole school policies.
7. To have high expectations of the children in work, attitude and behaviour.

8. To have pastoral care of the teaching group, within the school ethos, by:
 - being a good role model for the children in all personal qualities.
 - fostering the positive self-image of each child through praise and encouragement.
 - respecting each child and ensuring that the child through praise and encouragement.
9. To alert the Lead Practitioner to a cause for concern, who will in turn liaise with the Headteacher.
10. To continue personal and professional development.
11. This post has a high level of contact with, and responsibility for, children.
12. To safeguard and promote the welfare of children for whom you have responsibility or come into contact with, to include adhering to all specified procedures.
13. Any other tasks as may be reasonably requested by the Head Teacher from time to time.
14. To carry out your duties with full regard to the Council's Equality Policy and Race Equality Scheme.
15. To comply with Health and Safety policies, organisations statements and procedures, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL ACADEMY POLICIES.

*THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE AND BARRING SERVICE CHECK, BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED.*

PERSON SPECIFICATION – Reading Intervention and KS2 Teacher

| ESSENTIAL | | | | DESIRABLE | | |
|---|--------------|---|------------------|--------------|---|------------------|
| | Criteria No. | ATTRIBUTE | Stage Identified | Criteria No. | ATTRIBUTE | Stage Identified |
| Qualifications & Education | E1 | Qualified Teacher Status | AF/C | | | |
| | E2 | Degree or equivalent | AF/C | | | |
| Experience & Knowledge | E3 | Experience of teaching across all Key Phases with strengths in planning, preparation and assessment. | AF/I/R | D2 | Knowledge of changes in the EYFS curriculum | |
| | E4 | Experience of excellent strategies for closing the gap in attainment are evident. | AF/I/R | D3 | Knowledge of end of Key stage 1 expectations | |
| | E5 | Experience of the teaching of reading successfully using a number of strategies including the teaching of synthetic phonics | AF/I/R | D4 | Knowledge of end of Key stage 2 expectations | |
| | E6 | Experience of significantly raising attainment of all children and promoting greater depth learning | AF/I/R | D5 | Knowledge of, or experience of teaching, Read Write Inc Phonics | |
| | E7 | A clear vision and understanding of the needs of Primary age pupils including special needs | AF/I/R | | | |
| | E8 | Experience of working successfully and co-operatively as a member of a team in a school | AF/I/R | | | |
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| Professional Development | E9 | Attendance at recent and relevant training within the last two years | AF/I | | | |
| | E10 | An active interest in staff development and willingness to fully participate. | AF/I/R | | | |
| Skills / Knowledge & Understanding | E11 | A range of effective teaching and assessment methods including excellent differentiation | AF/I/R | | | |
| | E12 | Strategies to raise pupil achievement and attainment | AF/I/R | | | |
| | | Strategies to close the gap in attainment for | AF/I/R | | | |

| ESSENTIAL | | | | DESIRABLE | | |
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| | Criteria No. | ATTRIBUTE | Stage Identified | Criteria No. | ATTRIBUTE | Stage Identified |
| | E13 | vulnerable groups | | | | |
| | E14 | Evidence of a good working knowledge of the national curriculum with a focus on reading | AF/I/R | | | |
| | E15 | Good and professional understanding of safeguarding and child protection with experience of working with outside agencies | AF /I/R | | | |
| | E16 | A good knowledge of behaviour management strategies and how to support regulation | AF /I/R | | | |
| Personal Qualities | E17 | A willingness to embrace the school vision and values and all that it stands for | AF/I/R | | | |
| | E18 | High level of communication skills | I/R | | | |
| | E19 | Demonstrate an understanding of developing positive relationships with pupils and staff, parents and governors. | AF/I/R | | | |
| | E20 | A willingness to be observed and take part in book moderations which lead towards the whole school improvement plan. | AF/I/R | | | |
| | E21 | A passion for the education of children and a desire to make a difference to all children | AF/I/R | | | |
| | E22 | To demonstrate an understanding of how to build effective relationships with hard to reach stakeholders. | AF/I/R | | | |
| | E23 | A commitment to following school policies and methods of working. | AF/I/R | | | |
| | E24 | Resilience, optimism, personal responsibility and self leadership | AF/I/R | | | |

| Key – Stage identified | |
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| AF | Application Form |
| C | Certificates |
| T | Tests |
| P | Presentation |
| I | Interview |
| R | References |
| D | Disclosure |

Issues arising from references will be taken up at interview. All appointments are subject to satisfactory references.