



Teacher of MFL

Required from: April or September 2020
Location: Nicholas Postgate Catholic Academy Trust
Contract Type: Full Time
Contract Term: Permanent
Salary: MPS

Nicholas Postgate Catholic Academy Trust are looking for an inspirational and highly effective teacher to join our very successful team of staff within the Trust. We offer the opportunity to work in a high quality, vibrant and caring environment where we share a rich vision for our pupils and for the communities in which we work.

We welcome applications from newly qualified or experienced teachers.

Nicholas Postgate Catholic Academy Trust is a family of 26 schools, a Sixth Form College and a teaching school. With more than 9,000 students and 1,200 staff, the Trust is now the North East's largest Catholic Trust and the second largest Catholic Multi Academy Trust in the UK.

Nicholas Postgate Catholic Academy Trust is committed to striving for excellence in all aspects of school life and nurturing links with the parishes and their wider community. Induction and on-going professional development from within the Trust provides our teachers and leaders with great opportunities for development and progression. These opportunities will be offered to the successful candidate who can provide evidence of effective classroom practice. The Trust are looking to recruit a teacher who has a passion to make a difference to the lives of our pupils and their families, who is a good communicator with a real ability to inspire and motivate.

Through our partnership with the Ambition Institute we have been awarded the Department for Education contract to train new entrants to the profession across the North-East in the Early Careers Framework.

An enhanced DBS disclosure is essential.

The successful candidate must:

- Be fully committed to upholding and promoting the Catholic ethos of the Trust
- Demonstrate the highest standards of teaching and learning
- Inspire, motivate and empower pupils to make the best possible progress
- Show a commitment to innovation, creativity and inclusion
- Be able to make a significant contribution to the wider college context

The Trust offers:

- A strong, supportive ethos
- Happy, enthusiastic and friendly pupils
- Highly experienced and talented colleagues
- Excellent professional development and progression opportunities across our 26 schools
- Supportive trust board, governors and parents

The post holder shall be required to work in any of the Secondary schools within the Trust as directed by the Chief Executive and/or Trust Standards Officers.

Candidates are warmly encouraged to visit by prior arrangement or if you would like an informal discussion, please contact Rebecca Chambers, Executive Assistant on 01642 529200.

Closing date: Friday 13th December 2019 at 12 noon

Application form and further information are available from:

<https://npcat.org.uk/current-vacancies/> and should be returned via email to: Nicholas Postgate Catholic Academy Trust at: recruitment@npcat.org.uk

Nicholas Postgate Catholic Academy Trust is committed to equality of opportunity, safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The post is subject to an enhanced DBS Clearance along with other relevant employment checks. The successful candidate will be required to sign a Catholic Education Service contract.

Job Description: Teacher of MFL

The teacher's job description adheres to the conditions laid down in the School Teacher's Pay and Conditions Document and Diocesan guidelines.

In addition to this, teachers undertake to develop the children in the understanding and knowledge of their faith. In all the undertakings, the Mission Statement of the school should remain central.

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

Post title: Classroom Teacher

Job Purpose

The Classroom Teacher will:

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2012)
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Duties and responsibilities

All teachers are required to carry out the duties of a school teacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document

Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document

Fulfil wider professional responsibilities

- Work collaboratively with others within the trust to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and wellbeing using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

Other

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher

Note

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

Person Specification: Classroom Teacher

	Essential	Stage Identified	Desirable
	E1. Fully supported references. E2. Well-structured supporting letter	A,R A,R	
Qualifications/Training	E3. Qualified Teacher status. E4. To have successfully completed relevant teaching practices.	A,C,R D, I	Evidence of continuous INSET and commitment to further professional development
Faith & Commitment	E 5. To fully support the Roman Catholic Mission aims and values of the school.	A,I,R	Be a practising Catholic
Experience	E6. Teaching at Key Stage 1 and / or Key Stage 2. E7. Experience of working successfully and cooperatively as a member of a team in school.	A,I,R A,I,R	Teaching across the whole primary age range; Working with reading and phonics.

Knowledge and understanding	E8. Ability to demonstrate high standards of classroom practice.	A,I,R	Use of intervention strategies and programmes.
	E9. An effective, stimulating learning environment.	A,I,R	The preparation and administration of statutory National Curriculum tests;
	E10. Values the process of Assessment For Learning principles as an aid to raising standards.	A,I	A proven record in managing and promoting curriculum development.
	E11. The theory and practice of providing effectively for the individual needs of all children (e.g., classroom organisation and learning strategies).	A,I,R	

	E12. Statutory National Curriculum requirements at the appropriate key stage and detailed knowledge of the structure & content of the new National Curriculum current initiatives.	A,I,R	
	E13. The monitoring, assessment, recording and reporting of pupils' progress using 'Assessing without levels'.	A,I,R	
	E14. The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection.	A,I	
	E15. The positive links necessary within school and with all its stakeholders.	A,I	
	E16. Effective teaching and learning styles.	A,I,R	
	E17. Effective ICT skills to support teaching within the classroom & use of website to promote communication with pupils and parents.	A,I,R	

	Essential	Stage Identified	Desirable
Skills	<p>E18. Promote the school's aims positively, and use effective strategies to monitor motivation and morale.</p> <p>E19. Develop good personal relationships within a team.</p> <p>E20. Establish and develop close relationships with parents, governors and the community.</p> <p>E21. Communicate effectively (both orally and in writing) to a variety of audiences.</p> <p>E22. Good written, verbal and ICT skills.</p> <p>E23. Create a happy, challenging and effective learning environment.</p> <p>E24. Curriculum management, planning, delivery and assessment.</p>	<p>A,I,R</p> <p>A,I,R</p> <p>A,I,R</p> <p>A,I,R</p> <p>A,I,R</p> <p>A,I,R</p> <p>A,I,R</p>	A commitment to extracurricular activities/extended schools programme.
Personal characteristics	<p>E25. A committed, enthusiastic and hardworking disposition.</p> <p>E26. A caring and sensitive attitude towards pupils and parents.</p> <p>E27. High expectations of pupils' achievements.</p>	<p>I,R</p> <p>I,R</p> <p>I,R</p>	Flexibility and adaptability in order to mix and work with a wide range of people.

KEY: A - Application Form I - Interview D - Disclosure E - Evidence R - References C - Certification