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| Trinity Academy Sowerby BridgeJob Description | U:\Finance & HR\HR\PRIVATE\MAT\MAT site\SB_logo.png |

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| **Post Title:** | Primary Trained Teacher |
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| **Salary:** | MPR/UPR |
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| **Core Purpose:** | 1. *To support the work of the curriculum leadership team to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students, supporting the curriculum area, in accordance with the aims and objectives of the academy.* 2. *To contribute to raising standards of attainment and achievement by monitoring and supporting student progress, and developing students as a teacher and tutor.* 3. *To be accountable for the accelerated progress in English or Maths at Phase 1.* 4. *To facilitate and encourage a learning experience which provides opportunities for students to achieve their potential.* 5. *To share and support the academy’s responsibility to provide and monitor opportunities for personal and academic growth and success.* |
| **Reporting to** | Director of Inclusion |
| **Liaising with** | Curriculum Leader (CL), Lead Teachers (LT), Deputy Curriculum Leader (DCL), teaching and non-teaching colleagues, Phase Leaders, support staff and other relevant staff with cross-academy responsibilities, primary partner schools, other academy partners and parents. |
| **Teaching and Learning** | * To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area (CA) * To contribute to the CA’s improvement plan and its implementation * To undertake a designated programme of teaching and to plan and prepare courses and lessons * To contribute to the whole academy’s planning activities * To participate in ‘learning walks’ and other learning evaluation strategies in accordance with academy policy * Implementing academy policies relevant to teaching and learning, including behaviour, homework and assessment * To be responsible for effective date management and interrogation to plan support strategies and coordinate as required. |
| **Teaching** | * To teach students according to their educational needs, including the setting and marking of work to be carried out by the students in the academy and elsewhere * To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required * To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students * To ensure that ICT, Literacy, Numeracy and cross-curricular themes are reflected in the teaching/learning experience of students * To ensure a high quality learning experience for students which meets internal and external quality standards * To prepare and update subject materials * To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus * To promote excellence in the classroom by researching and developing excellent pedagogical practice * To keep up to date with national developments in teaching practice and methodology * To maintain discipline in accordance with the academy’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. |
| **Curriculum** | * To assist in the process of curriculum development and improvement planning * To support, change and develop the curriculum to ensure the continued relevance to the needs of students, examining and awarding bodies and the academy’s aims and objectives * To assist the CL and DCL to ensure that the curriculum area provides a range of teaching that complements the academy’s strategic objectives * To support the academy’s extra-curricular offer. |
| **Quality Assurance** | * To help to implement academy quality assurance procedures and to adhere to those * To contribute to the process of monitoring and evaluation of the curriculum area, in line with agreed academy procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required * To review from time to time methods of teaching and programmes of work * To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. |
| **Assessment/Monitoring and Evaluation** | * To support the establishment of robust assessment and evaluation processes to establish successes and improvements * To contribute to accurate and effective monitoring information that influences whole academy teaching and learning strategies * To contribute to the evaluation of academy performance data and support appropriate actions on issues arising – setting realistic deadlines, where necessary and reviewing progress on the action taken * To produce reports on examination performance, including the use of appropriate data * To complete the relevant documentation to assist in the tracking of students, using the information to inform learning and teaching * To mark, grade and give written/verbal and diagnostic feedback as required * Where appropriate, provide all relevant bodies with robust information relating to student performance and assessment. |
| **Personal Development** | * To engage actively in performance management review(s) * To participate in the academy’s ITT programme where appropriate * To take part in the academy’s staff development programme by participating in arrangements for further training and professional development * To continue personal development in the relevant areas including subject knowledge and teaching methods * To work as a member of the curriculum team and contribute positively to effective working relations within the academy * To participate in the interview process for teaching posts when required and to support the induction processes for new staff within the team. |
| **Communication** | * To communicate effectively with the parents of students, as appropriate * Where appropriate, to communicate, and represent the views, of the academy, in a professional manner * To follow agreed policies for communications in the academy * To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings and liaison events with partner institutions * To contribute to the development of effective subject links with external agencies * To liaise with partner primary schools, industrial links, examination boards/awarding bodies and other relevant external bodies. |
| **Management of Resources** | * To assist the curriculum leaders to identify resource needs and to contribute to the efficient/effective use of physical resources * To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, curriculum area and the students * To look after academy equipment and resources allocated to the teacher and the teacher’s teaching area (classroom/workshop/lab etc). |
| **Pastoral System and Safeguarding** | * To monitor and support the overall progress and development of students within the subject area * To monitor student attendance and progress in relation to targets set for each individual, ensuring that appropriate action is taken where necessary * To evaluate and monitor the progress of students * To contribute to the preparation of education plans, progress files and other reports * To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved * To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff * To contribute to PSHE/Citizenship and enterprise activities according to academy policy * To be a Form Tutor to an assigned group of students * To promote the general progress and well-being of individual students and of the Form Tutor group as a whole * To liaise with College Mangers and Curriculum Leaders to ensure the implementation of the academy’s Pastoral System * To register students accurately, accompany them to assemblies and supervise them in assembly, encourage their full attendance at all lessons and their participation in other aspects of academy life. |
| **Operational** | * To promote teamwork and to motivate staff to ensure effective working relations. |
| **Other Specific Duties**  All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. | |
| Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the principal to undertake work of a similar level that is not specified in this job description.  This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. | |

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| **PERSON SPECIFICATION** | | |
| **Job Title: Primary Trained Teacher** | | |
| **KEY CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications & Experience** | * education to degree level or equivalent * QTS/QTLS and GTC registered * an excellent track record of recent, relevant professional development * accountability for the performance of a cohort of young people * experience of effective teaching and performance within the curriculum area. | * innovative use of resources * working with young people and inner city communities * leadership of a community project or an area of school development * taking accountability for the success of an initiative |
| **Knowledge & Understanding** | * the principles behind quality teaching and learning their potential for raising standards * the principles and characteristics of effective academies * the principles and practices of planning and delivery * effective review and evaluation procedures * the application of ICT, Literacy and Numeracy to effective teaching | * community/voluntary/parent/partner agency links * strategies for ensuring equal opportunities for staff, students and other stakeholders * innovative approaches to working with students, parents, staff and the local community |
| **Personal Qualities** | * a commitment to inclusive education * evident enjoyment in working with young people and their families * empathy in relation to the needs of the academy and the local community * ability to inspire confidence in staff, students and parents * set high standards and provide a role model for students and staff * adaptability to changing circumstances/new ideas | * personal ambition and potential for further promotion * intellectual ability and curiosity * determination to succeed and the highest possible expectations of self and others * vision, imagination and creativity * personal impact and presence * an excellent record of attendance and punctuality |
| **Communication Skills** | * communicate the vision of the academy in relation improvement plans * communicate effectively orally and in writing to a range of audiences | * develop, maintain and use an effective network of contacts |
| **Decision Making Skills** | * make decisions based on analysis, interpretation and understanding of relevant data and information * demonstrate good judgement | * think creatively and imaginatively to anticipate, identify and solve problems |
| **Self Management Skills** | * prioritise and manage own time effectively * work under pressure and to deadlines * reliability, integrity and stamina * resilience and perspective | * achieve challenging professional goals * take responsibility for own professional development |
| **Team Working skills** | * work effectively as a member of a team * deal sensitively with people and resolve conflicts * seek advice and support when necessary | * motivate all those involved in the delivery team * liaise effectively with other organisations and agencies |