



**Cedar Road  
Primary School**

Broadening Horizons

## Job Description

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<b>Job Title:</b>	Teacher
<b>Location:</b>	Cedar Road Primary School, Northampton, NN3 2JF
<b>Job Purposes:</b>	<p><b>Excellent teacher who can help our children ‘Broaden their horizons and grow together’</b></p> <p>To lead a class of 30 children and ensure they all make excellent progress in every possible way; within and beyond the curriculum.</p> <p>To plan, teach and assess across Key Stage Two based on the needs of the children resulting in accelerated progress for all.</p>
<b>Background:</b>	<p>The David Ross Education Trust (DRET) is a growing network of academies with the geographical focus on Northamptonshire, Lincolnshire and Yorkshire/ Humber region. The network is a mix of primary, secondary and special academies and of those that have chosen to join DRET on conversion and those that are sponsored academies.</p>
<b>Reporting To:</b>	Head Teacher
<b>Salary:</b>	Salary based on the DRET Teacher pay range (equivalent to M1-M6)

### Key Responsibilities

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#### Key Duties and Responsibilities

- Teach an inspiring and appropriate curriculum which motivates children to achieve their best.
- Ensure children are settled well and comfortable to learn in their brand new school.
- Ensure the children in the year group/ Key Stage are emotionally and socially well-supported.
- Set-up, resource and plan for excellent learning opportunities within and beyond the classroom.
- Monitor every child’s progress and intervene effectively and swiftly when progress is a concern.

- Set clear and challenging targets that build on prior attainment for each pupil.
- Liaise effectively with parents and offer opportunities for them to engage in their child's learning.
- Ensure that every child has the opportunity to reach their potential.
- Set, track, evaluate and report on progress towards individual pupil targets including using a computerised data-entry system termly to record and analyse children's progress and attainment and use this to inform future teaching, learning and grouping.
- Be pro-active in own professional development and in securing the long-term success of the school
- Contribute to setting-up the school in its first year of the new build to ensure that the curriculum, resources, staffing and environment are developed in-line with the School Development Plan.
- Help colleagues to create a stimulating learning environment for teaching and learning.
- Be aware of the implications of equality of opportunity.
- Promote team commitment with colleagues through collaborative planning.
- Work with colleagues in collaborative team meetings and planning time.
- Secure and maintain good working relationships with colleagues.
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
- Develop effective links with the local community including parents, business and industry.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff and volunteers to share this commitment. A DBS disclosure is required for this post.

**The finalised job description / contract will be determined by mutual agreement.**

**The post-holder will receive 10% of their contracted hours as non-contact /PPA time.**

### Qualifications and Professional Development

#### Essential

- Qualified teacher status; DFE registered
- Evidence of previous teaching experience in a primary school as Key Stage Two teacher
- Knowledgeable about the 2014 National Curriculum and the principles of maths mastery
- Experienced and successful teacher of early reading and phonics
- Experienced and successful maths teacher

#### Desirable

- Evidence of ongoing professional development
- Keen to lead on another area of school life linked to a personal interest/ talent to contribute to our 'Broadening Horizons' afternoon
- Evidence of knowledge of recent initiatives and issues in education
- Evidence of leading on developing and improving outcomes
- Experience of teaching in Y4 and managing the KS2 assessment process

### Knowledge, Skills and Competencies

#### Essential

- Commitment to high quality teaching and learning demonstrating a developed understanding of how young children learn most effectively
- Genuine commitment to equal opportunities and inclusion
- Commitment to work in partnership with all stakeholders and other members of the Trust
- Experience of planning and teaching all subjects in a primary curriculum within a context of real-life learning
- Experience of classes of 30 pupils including EAL, SEND, LAC and vulnerable children
- Ability to communicate ideas effectively with a variety of audiences
- Knowledge of known aspects of good teaching and learning
- Able to contribute to and enthusiasm for the positive ethos of the school and embed a school Values system

#### Desirable

- Understanding of the importance of supporting other members of the team
- Evidence of knowledge of recent initiatives and issues in education
- Uses ICT as a curriculum tool
- The skills and knowledge to lead a foundation subject (RE, history, geography, art) across our growing school

### Experience

#### Essential

- Excellent teaching as proven in good or better judgements in inspections / observations
- Up-to-date knowledge of National Curriculum
- Experience of target setting for children
- Experience of delivering personalised learning
- Experience of teaching pupils with a variety of SEND and EAL
- Experience of leading a subject

#### Desirable

- Experience of working with Governors

- Awareness of the importance of effective budget management
- Experience of setting-up a new learning environment or making significant improvements and changes in a school's learning environment
- Knowledgeable about outdoor learning for children
- Experience of statutory and non-statutory assessment in Key Stage Two (Y4 SATs and Y4 phonics screening)

## Job Description

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Job Title:	Special Educational Needs coordinator
Location:	Cedar Road Primary School
Job Purpose:	<p>Be responsible for the learning and achievement of all pupils in the classes ensuring equality of opportunity for all.</p> <p>Be responsible and accountable for achieving the highest possible standards in work and conduct.</p> <p>Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.</p> <p>Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.</p> <p>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).</p> <p>Take responsibility for promoting and safeguarding the welfare of children and young people within the school.</p>
Background:	<p><b>The David Ross Education Trust (DRET) is a growing network of academies with a geographical focus on Northamptonshire, Lincolnshire and Yorkshire/ Humber region. The network is a mix of primary, secondary and special academies and a mix of those that have chosen to join DRET on conversion and those that are sponsored academies.</b></p>
Report To:	Head Teacher
Pay Scale:	£2,106 - £4,158 depending on experience

### Special Educational Needs:

Skills and attributes required by teachers working with pupils with severe and/or complex special education needs.

You will need to have, and deploy these particular skills and attributes:-

- High expectations of pupils with severe and/or complex forms of special education needs.
- Accept that all pupils are entitled to a broad, balanced, relevant and differentiated curriculum, including the National Curriculum, irrespective of age, gender, disability, race and religion.
- Willing to adapt teaching strategies to changing circumstances and in response to new ideas and individual needs of pupils.
- Ready to demonstrate best working practices, and to work alongside other teachers to increase their confidence and competence in teaching pupils with severe and/or complex forms of special education needs.
- Sensitivity to and professionalism in discussing and reporting individual learning and developmental difficulties.
- Willingness to work with parent/carers and pupils to secure partnership in the learning process.
- Willingness to work as part of a team within the class group, to support and develop work with Teaching Assistants and volunteers.
- Create friendly happy atmosphere where courtesy, self-control and regard for others prevail.
- Willing to develop an atmosphere in which children are motivated to learn and where each child feels a valued member of the group.

### Duties:

- To complement this job description the post-holder will be required to carry out such duties as are set out in the current School Teacher's Pay and Conditions Document set out by David Ross Education trust.

### Relationships:

- Responsible to the Head-teacher and in their absence the SLT. Will have regular contacts with staff, parents, visiting professionals and others, governors and the wider community served by the School.

### Purpose of the Post:

- To work with the Head-teacher and governing body to ensure continuous improvement in the quality of education; for raising standards; for ensuring equality of opportunity for all; for the development of policies and practices; and for ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives.

### Responsibilities:

Planning:

Plan teaching to achieve progression in children's learning;

- Identify clear teaching and learning objectives and specify how they will be taught and assessed.
- Set tasks, which challenge children and ensure a high level of interest.
- Set clear targets building on prior attainment;
- To incorporate recommendations from Individual Education Plans (IEPs) and the requirement of the Special Educational Needs (SEN) Code of Practice;
- Make effective use of assessment information when planning lessons;
- Plan opportunities to contribute to children's English , Maths and Science and to their personal, spiritual, moral, social and cultural development;
- Ensure the efficient and effective deployment of classroom support, e.g. Teaching and Learning Assistants
- Complete planning (long, medium and short term) and contribute to the development of schemes of work as required by the SLT.

#### Teaching and Class Management:

- Establish and maintain a safe environment and a purposeful working atmosphere which supports learning and in which children feel secure and confident;
- Set high expectations for children's behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships;
- Provide clear structures for lessons maintaining pace, motivation and challenge;
- Ensure children acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Critically evaluate teaching to improve effectiveness;

#### Monitoring, Assessment, Recording and Reporting:

- Assess and record children's progress systematically, monitor strengths and weaknesses, inform planning and recognise the level at which each child is achieving;
- Undertake assessment of children as requested by examination bodies and school procedures;
- Prepare and present informative reports to parents;
- Fulfil the requirements of the school's Assessment Policy.

#### Curriculum Development:

- Develop plans which identify clear targets and success criteria for its development and/or maintenance;
- Contribute to the whole school's planning activities.

#### Professional Requirements, Standards & Quality Assurance:

- Attend and contribute purposefully to the life of the school through effective participation in morning briefings, staff meetings as requested and through the use of the management systems necessary to coordinate the management of the school;
- Attend school events and functions, e.g. Parents' Evenings, as required;
- Be proactive in matters relating to health and safety;

- Behave and dress in an appropriately professional manner and set a good example through personal presentation and personal and professional conduct;
- Build effective and professional working relationships with children, staff, parents and visitors;
- Have a working knowledge of teacher's professional duties and legal liabilities;
- Have good numeracy and computer skills;
- Have good spoken and written communication skills;
- Operate at all times within the stated policies and practices of the school;
- Research and avail oneself of training and development opportunities and regularly attend Continuous Professional Development (CPD) sessions, taking responsibility for their own professional development and duties in relation to school policies and practices;
- Support the aims, ethos and purpose of the school and ensure the school achieves these effectively through a positive contribution as an individual and a team;
- Take part in the school's annual appraisal programme;
- Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of well-being of children and young people. Carry out risk assessments and put plans in place, take appropriate action where required.
- In addition, carry out other duties as reasonably required by the Head.

#### Specific Responsibilities:

- 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).
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
- 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.

#### Appraisal:



Participate in arrangements made in accordance with current DfE regulations for the appraisal of the Teacher's performance.

All duties and responsibilities to be carried out in accordance with the Trust's mission statement, policies, current practice and your duty of care for the students' well-being and safety. The post holder must not do anything to bring the name or ethos of the Trust into disrepute and must: ensure absolute confidentiality in all matters relating to the students, staff and Trust business, without exception; and be aware of and comply with policies and procedures relating to child protection, Health and Safety, security and confidentiality. Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview. Furthermore, applicants are required to inform the School of any such convictions throughout their period of employment.

The performance of all duties and responsibilities within this job description will be under the reasonable direction of the Chief Executive Officer for the David Ross Educational Trust and other Senior Managers as appropriate. It will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

Applicants should note that David Ross Educational Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful applicants will be required to undertake an Enhanced Criminal Records Bureau check.

Conditions of Services are to be governed by the David Ross Educational Trust and supplemented by local conditions as agreed by the Governors at the School where work is undertaken.

# Person Specification.

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## Qualifications and Professional Development

### Essential

- Qualified teacher status
- Evidence of sustained participation in INSET/CPD

### Desirable

- Degree level qualification
- Higher Degree
- Participation in work with other schools/agencies
- SENCO Accreditation

## Experience

### Essential

- Demonstrable evidence of high standards of class teaching
- Experience of co-ordinating and developing staff
- Experience of managing teaching resources and a curriculum budget
- Practical understanding of effective teaching and evaluation strategies

### Desirable

- Experience of the role of SENCO/Inclusion Lead
- Experience of leading performance management and/or staff management
- Experience of curriculum leadership to promote pupils' enjoyment and engagement in learning

## Knowledge, Skills and Competencies

### Essential

- OFSTED awareness
- Awareness of current developments in Education and the implications of these
- Understanding of Health and Safety issues
- Understanding of effective assessment and target setting procedures
- Understanding of inclusion and personalised learning

### Desirable

- Recent experience of an OFSTED Inspection and its follow up
- An understanding of good inclusive education and the SEN Code of Practice
- Awareness of preferred learning styles and accelerated learning programmes

## Education Philosophy and Values

### Essential

- Competent in the use of ICT

- Team working skills
- Effective and adaptable communication and interpersonal skills
- Ability to promote and develop a vision for high quality education, promoting inclusion, spiritual, moral and cultural development
- A desire to allow each child the opportunity to fulfil their potential, both academically and on a personal level
- Commitment to equality of opportunity and raising achievement for all
- A willingness to provide extra-curricular activities in line with the school's commitment to an extended and enriched curriculum

#### Desirable

- A commitment to develop an understanding of individual preferred learning styles and curriculum flexibility to suit the needs of our pupils
- Experience of implementing strategies to promote social inclusion, personal and social development
- Experience of working with EAL, SEN or pupils with identified barriers to learning
- Experience of working with children from a variety of backgrounds and/or vulnerable groups of pupils