

<b>Role</b>	Classroom Teacher
<b>Grade</b>	Newly Qualified/Emerging Band Upper Pay Range
<b>Accountable to</b>	Head of School

In addition to the conditions for the employment of teachers laid down in the School Teachers' Pay and Conditions Document 2016, to hold accountability for standards achieved within a given phase and to:

- Work with Governors and Senior Leadership Team to enable Elaine Primary Academy to give every pupil high quality education, and promote the highest possible standards of achievement
- Secure the long-term success of the academy/school by maximising potential through the skills and resources held
- Play a significant role within the context of Every Child Matters, to help ensure Elaine Primary Academy provides a full, integrated range of extended services.
- To be aware of the current Teacher Standards and role model the behaviours/expectations set out therein.

## 1 Key Priorities

- Consistently and continuously raise achievements and standards across the Academy/School.
- Ensure every child reaches their potential and enjoys a happy, fulfilling school experience.
- Move the Academy/School from an Ofsted judgement of Requires Improvement to Good
- Develop to a high level positive links with the local community, including parents and carers.

## 2 Key Accountabilities

- Working with colleagues to create the strategic vision and promote the vision, values and ethos to pupils, staff, Governors, parents and the wider community.
- Help create a shared learning culture and positive climate by building positive relationships which lead to highly effective communication with colleagues, pupils and parents. This includes listening skills.
- Translate the vision into best practice through innovate planning, teaching and providing high quality teaching experiences.
- Work with the key stakeholders to maintain a shared vision and future strategic plans which will inspire and motivate pupils, staff, parents and the wider community.

## 3 Leading Teaching and Learning

- To serve as a role model for pupils, staff and parents.
- Maintain a continuous and consistent focus on pupils' achievement, using data and benchmarks to monitor progress.
- Plan engaging lessons that contain progression across ability ranges that are informed by secure subject and curriculum knowledge.
- Teach challenging, well organised lessons that build on pupils' prior learning and enable sustained progress to be attained.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on pupils' attainment, progress and areas for development.

- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- 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.
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics

#### **4 Developing self and working with others**

- Have good up to date working knowledge and understand of a range of teaching, learning and behaviour management strategies.
- Promote and maintain a culture of high expectations for self and others.
- Know a range of approaches to assessment and formative assessment and understand the role of assessment in helping all pupils make good progress.
- Regularly review own practice, set personal targets and take responsibility for own development, seeking advice and support from other leaders.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the academy/school including pastoral arrangements and assemblies

#### **5 Generic Duties relevant to all members of staff**

##### **5.1 The Trust**

The ethos of the Trust is included within the strapline "Aspire, Achieve, Excel". All staff are expected to promote and utilise this model in everything they do.

It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".

##### **5.2 Securing accountability**

Develop a collaborative ethos which enables everyone to achieve common goals

Take personal responsibility to ensure personal accountabilities are clearly understood. This includes planning, marking and assessment

Ensure every pupil has access to high quality teaching and learning.

##### **5.3 Teaching and Learning**

This is our core business and therefore it is an absolute priority. Along with your own subject area, you are also a teacher of literacy and numeracy under the direction of the designated leaders.

You will be expected to contribute to the teaching load of the academy when required. All staff are expected to contribute to the Enrichment programme of the school.

##### **5.4 ICT**

It is expected that all teaching and support staff follow the ICT Vision of the Trust.

All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.

All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

## **5.5 Health and Safety**

Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

## **5.6 Safeguarding**

The Williamson Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Williamson Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Child Protection Officer.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust, Academy and Headteacher. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

## 6 Person Specification

Criteria	Teaching Standard	Essential	Desirable
<b>Qualification</b>			
Qualified to degree level and above		✓	
Qualified to teach in the UK		✓	
Right to work in the UK		✓	
<b>Experience</b>			
Experience of raising attainment of all pupils	Teaching Standard 3	✓	
Evidence of continually improving the teaching and learning in their year group through schemes of work, assessment and extra curricula activities.	Teaching Standard 1	✓	

Competencies	Teaching Standard	Essential	Desirable
<b>1 Facilitates Student learning through</b>	Teacher Standards 1, 2, 4, 5 and 7		
<b>1.1</b> Planning that supports pupil learning		✓	
<b>1.2</b> Applying a professional knowledge base to the design of learning experiences		✓	
<b>1.3</b> Promoting student learning		✓	
<b>1.4</b> Catering for individual student learning styles and needs		✓	
<b>1.5</b> Managing teaching and learning processes		✓	
<b>2 Assessing and Reporting</b>	Teacher Standard 6		
<b>2.1</b> Monitor an assess student learning outcomes to provide the basis for on-going planning and reporting		✓	
<b>2.2</b> Records student learning outcomes		✓	
<b>2.3</b> Reports progress to parents and others responsible for the care of students		✓	
<b>3 Curriculum Design and Development</b>	Teaching Standard 3		

Competencies	Teaching Standard	Essential	Desirable
<b>3.1</b> Develops and applies an understanding of the National Curriculum and teamwork		✓	
<b>3.2</b> Contributes to curriculum design, policy and programmes		✓	
<b>3.3</b> Participates in tasks to support the work of curriculum policy and programmes		✓	
<b>4 Continued Professional Development</b>	Teaching Standard 8		
<b>4.1</b> Reflect on professional experiences		✓	
<b>4.2</b> Initiate action to promote on-going professional growth		✓	
<b>4.3</b> Explains own developing approach to teaching and learning		✓	
<b>5 School and Wider Community Partnerships</b>			
<b>5.1</b> Builds and maintains learning partnerships with students		✓	
<b>5.2</b> Work co-operatively with colleagues		✓	
<b>5.3</b> Interact effectively with parents, carers and the wider community		✓	