## *Reach South Academy Trust - Job Profile & Person Specification*

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| **Position** | **Classroom Teacher** |
| **Location** | UTC Plymouth |
| **Grade** | MPS/UPS |
| **Accountable to** | Headteacher |
| **Reporting to** | Faculty Lead (Secondary) or Primary Headteacher (Primary) |

| **Job Purpose** |
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| To monitor and support the overall progress and development of students as a teacher, facilitating and encouraging a learning experience which provides students with the opportunity to achieve their individual potential.<br><br>To contribute to raising standards of student attainment; sharing and supporting the school's responsibility to provide and monitor opportunities for personal and academic growth.<br><br>The above will be supported by using the Professional Standards for Teachers framework:<br><br>1. Set high expectations which inspire, motivate and challenge students;<br>2. Promote good progress and outcomes by students;<br>3. Demonstrate good subject and curriculum knowledge;<br>4. Plan and teach well-structured lessons;<br>5. Adapt teaching to respond to the strengths and needs of all students;<br>6. Make accurate and productive use of assessment;<br>7. Manage behaviour effectively to ensure a good and safe learning environment;<br>8. Fulfil wider professional responsibilities<br><br>All teachers are required to carry out the duties of a teacher as set out in the current School Teachers Pay & Conditions document and the national Teachers' Standards level of practice. |

| **Key Responsibilities** |
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| **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 students' you teach |
| Be aware of students' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how students learn |
| Have a clear understanding of the needs of all students, 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 students of all backgrounds, abilities and dispositions, monitoring students'' progress and levels of attainment |
| Make accurate and productive use of assessment to secure students' progress |
| Give students regular feedback, both orally and through accurate marking, and encourage students 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 students have acquired as appropriate |

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| **Curriculum Provision** |
| Understanding the needs of the students and adopting/developing an appropriate curriculum |
| Understanding and implementing the school's curriculum policies, schemes of work and topic plans |
| Understanding and using National and local strategies to raise standards |
| Taking steps to identify areas of strength and weakness in knowledge and understanding |
| Using strengths to help and support others |
| Taking steps to improve knowledge and understanding in all areas |
| **Assessment, Recording and Reporting** |
| Assess how well learning objectives have been achieved and use outcomes to adapt teaching accordingly; |
| Provide Quality Marking feedback and identify clear targets for future learning as appropriate; |
| Carry out assessment cycles (e.g. collection of effort and attainment assessments, reports) as agreed by the school |
| Attend the appropriate parents' evenings to keep parents informed as to the progress of their child; |
| Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Learning Plans for students. |
| **Behaviour and Safety** |
| Establish a safe, purposeful and stimulating environment for students, 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 students' needs in order to inspire, motivate and challenge students |
| Maintain good relationships with students, 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 students |
| Have high expectations of behaviour, promoting self-control and independence of all students |
| Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures |
| **Pastoral** |
| Be the first point of contact for parents of students |
| Attend assemblies and actively assist in the supervision of students |
| Monitor (and set targets for) the social and academic progress of individuals in the class |
| Promote good attendance and monitor in accordance with the school's attendance policy |
| **Leading Staff and Managing Resources** |
| Involving Teaching Assistants appropriately in all aspects of studio work and ensuring that they are adequately briefed about each lesson |
| Ensuring the classroom is adequately and appropriately resourced for each lesson |
| **Management of Information** |
| To maintain appropriate records and to provide relevant accurate and up-to-date information for Management Information Systems (MIS), registers etc |
| To complete the relevant documentation to assist in the tracking of students. |
| To track student progress and use information to inform teaching and learning. |

| Staff Development |
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| To take part in the school'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 engage actively in the Performance Management Review process. |
| To work as a member of a designated team and contribute positively to effective working relations within the school. |

| Communications |
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| To communicate effectively with the parents of students as appropriate. |
| Where appropriate, to communicate and co-operate with persons or bodies outside the school. |
| To follow agreed policies for communications in the school. |

| Corporate Accountabilities |
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| Sharing the school's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day-to-day work. |
| Performing your role, as part of a highly committed team and delivering your service in a way that helps the school achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments. |
| Contribute to the evaluation and development of services across the school as part of the school's ongoing self-assessment cycle. |

| Professional |
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| Ensure the maintenance of standards of practice according to the employer and any regulating bodies, and keep up-to-date on new recommendations/guidelines set by the relevant departments. |
| Ensure that confidentiality is protected at all times. |
| Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development. |
| Participate in individual performance review and respond to agreed objectives. |
| Keep all records up to date in relation to Continuous Professional Development and ensure personal development plans maintain up-to-date specialist knowledge of latest theoretical and service delivery models/developments. |
| Attend relevant conferences/workshops in line with identified professional objectives. |
| Support and encourage harmonious internal and external working relationships. |
| Raise the profile of the Academy by making positive contributions. |

| General |
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| Contribute to the development of best practice within the service. |
| Ensure a comprehensive understanding of the relevant safeguarding legislation, guidance and best practice. |
| All employees have a responsibility and a legal obligation to ensure that information processed is kept accurate, confidential, secure and in line with the Data Protection Act (2018) and Security and Confidentiality Policies. |
| It is the responsibility of all staff that they do not abuse their official position for personal gain, to seek advantage of further private business or other interests in the course of their official duties. |
| This Job Profile does not provide an exhaustive list of duties and may be reviewed in conjunction with the post holder in light of service development. |

| **Values, Behaviours, Curriculum Principles** |
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| Performing your role in alignment with the Trust's values, behaviours and curriculum principles:<br><br>**Values**<br>• Inclusivity<br>• Promoting social mobility<br>• Serving local communities<br>• Believing in the potential of our young people<br>• Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development<br><br>**Behaviours**<br>• Encouraging professional freedoms within consistent boundaries<br>• Championing young people rather than institutions<br>• Collaborating rather than competing where it delivers positive impacts on learning<br>• Acting with the highest levels of integrity and engendering trust<br>• Continually developing the skills and capacities of our people and our organisation<br><br>**Curriculum Principles**<br>• Delivering high standards of education for all pupils<br>• Providing a broad, rich and experiential curriculum to develop rounded young people<br>• Providing pathways that are relevant to the needs of our young people and the wider community<br>• Basing our approach on verifiable research evidence where it exists<br>• Teaching young people how to be effective learners |

| **Impact** |
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| Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations, or in the qualifications obtained. |
| Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension. |

## Person Specification

The person specification allows an understanding of who we are looking for within this role and the skills knowledge or experience that we would expect.

| | Essential | Desirable |
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| **Qualifications & Training** | | |
| Qualified Teacher Status (must complete QTS or QTLS within 12 months of appointment). | X | |
| Graduate in relevant subject level and DfE recognised. | X | |
| Further post-graduate qualification. | | X |
| **Knowledge** | | |
| Knowledge of National curriculum requirements at KS1, KS2 and EYFS (for primary teacher), KS3 and KS4 (for secondary teacher), or KS5 (for sixth form teacher). | X | |
| Understanding of theory and practice of effective teaching and learning. | X | |
| Knowledge of guidance and requirements around safeguarding policy and practice. | X | |
| Understanding of the importance of having high expectations for all students, both of behaviour and academic achievement. | X | |
| Understanding of inclusive provision and practices which offer equality of access to the curriculum for all students, including special educational needs, English as an additional language and high achievers. | X | |
| Knowledge and experience of writing lesson plans, developing resources and assessing students work. | X | |
| **Experience** | | |
| Successful teaching experience (can be teaching practice) at primary level (for primary teacher) or secondary level (for secondary teacher). | X | |
| **Skills** | | |
| Ability to demonstrate, understand and apply the Trust's values, behaviours and curriculum principles. | X | |
| Ability to demonstrate skills and commitment to perform the role in alignment with the national Teachers' Standards level of practice. | X | |
| The ability to create a motivating and safe learning environment for all students. | X | |
| The ability to communicate positively with parents/carers and where appropriate outside agencies in a way that facilitates effective links between home and school. | X | |
| The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff. | X | |
| Good level of ICT skills. | X | |
| Good communication skills both writing and speaking. | X | |
| Excellent time management skills and the ability to prioritise and meet deadlines under pressure. | X | |
| Ability to encourage students in developing self-esteem and respect for others | X | |

| **Personal Qualities / Attributes** | | |
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| Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels. | X | |
| Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels. | X | |
| A positive role model for students. | X | |
| A positive approach to hard work. | X | |
| Passion for teaching own subject specialism. | X | |
| Patience, sensitivity and understanding, with the ability to remain calm in stressful situations. | X | |
| Open to change, flexible, adaptable, results orientated and able to prioritise, resilient under pressure. | X | |
| Awareness of and commitment to equal opportunities and valuing diversity. | X | |