

To deliver high quality teaching and learning to pupils who are assigned to the post holder the teacher will teach a class of pupils, and ensure that planning, preparation, recording, assessment and reporting meet their varying learning and social needs. The post holder will take the lead in ensuring outstanding provision within a designated key stage of the school. The post holder will ensure the curriculum offer is coherent and structured to meet the needs of the children at Swinton Queen Primary School.

The post holder will support middle leaders with action planning and support them to develop strong monitoring procedures. In doing so they will play a key part in raising expectations across the school. The post holder will manage some members of the teaching team and provide regular feedback to the Head of School and board members about the quality of curriculum provision within the school.



* Participate in meetings which relate to the school’s leadership, curriculum, administration or organisation.
* Participate, as required in meetings with colleagues, parents and other professionals in respect of duties and responsibilities of the post.
* Take responsibility for personal professional development.
* Supervise the work of any support staff, including cover supervisors and support teachers, who are assigned to work with the post holder’s pupils.
* Leading appropriate professional development.
* Liaise with staff and other relevant professionals and provide information about pupils as appropriate.
* Plan and deliver with support assemblies which help to develop the moral, social and emotional development of the children.
* Implement agreed school policies and guidelines.
* Attendance at staff meetings and Trust training activities where relevant.
* As this post requires working in Schools a DBS and barred lists check at the enhanced level will be required.
* Assess and record each pupil’s progress systematically with reference to the school’s current Assessment Policy and use the results to inform planning.
* Mark and monitor class work and homework, providing constructive feedback and setting targets enabling the child to make further progress.
* Provide verbal and written reports, formal and informal, on individual pupil progress, to the Head teacher, Senior Leaders and parents as required.
* Plan and deliver lessons with regard for the school’s aims, policies and schemes of work.
* Provide clear structures for lessons which maintain pace, motivation, challenge and are differentiated to enable all children access to the curriculum.
* Make effective use of assessment information on pupil’s attainment and progress in planning future lessons.
* Keep appropriate and efficient records, integrating formative and summative assessment into weekly and termly planning.
* Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment so that teaching objectives and good progress are consistently achieved.
* Create systems of organisation within the classroom to support teaching and learning and personal development of children.
* Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
* Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these.
* Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development.
* Responsible for the behaviour of all children in accordance with the school behaviour policy and to encourage children to take responsibility for their own actions.
* Make effective use of resources (including other adults) to impact on pupil learning and progress.
* Create an exciting and interesting environment for teaching and learning to take place, in which children feel confident, secure and happy.
* Be familiar with the Code of Practice for SEN and be responsible for recognising the special needs of children and to provide an effective curriculum for them in consultation with the Head teacher, SENCO and parents.
* Recognise and be aware of medical and behavioural needs and to develop and implement appropriate strategies, records and support systems in consultation with outside agencies.
* Strive to improve personal skills and talents through self-evaluation and identification of further professional needs.



* Attendance at staff meetings and Trust training activities where relevant.
* Participate in performance management.
* As this post requires working in Schools a DBS and barred lists check at the enhanced level will be required.



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| **1. Knowledge and Experience** | **Essential/Desirable** | **Shortlisting** |
| 1. Substantial, successful teaching experience | E |  |
| 1. Successful experience in a leadership and management role | D |  |
| 1. Effective implementation of policy and practice to keep children safe from harm | E |  |
| 1. Experience of teaching in more than one school | E |  |
| 1. Successful experience of leading key areas of school improvement as identified by the job profile | E |  |
| 1. Knowledge and experience of a range of successful teaching and learning strategies to meet the needs of all pupils | E |  |
| 1. Experience of effective monitoring and evaluation of teaching and learning and taking successful action to improve | E |  |
| 1. Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management | E |  |
| 1. Successful experience in creating an effective learning environment and in developing and implementing policy and practice relating to behaviour management | D |  |
| 1. Ability to delegate work and support colleagues in undertaking responsibilities | E |  |
| 1. Has experience of giving effective feedback to improve performance | E |  |
| 1. Has experience of dealing with conflict and managing challenging situations. | E |  |
| 1. Experience of using appraisal to support the professional development of colleagues | D |  |
| 1. Develop a shared vision with supporting plans to achieve it | E |  |
| 1. Motivate and inspire pupils, staff, parents, governors and the wider community in a context of change and development | E |  |
| 1. See beyond the classroom to whole school priorities | E |  |
| 1. Prioritise and give clear direction | E |  |
| 1. Deal sensitively with people and resolve conflict | E |  |
| **2. Qualifications and Training** | **Essential/Desirable** | **Shortlisting** |
| 1. Evidence of continuing professional development relating to school leadership and management, and curriculum/teaching and learning | E |  |
| 1. Ability to identify own learning needs and to support others in identifying their learning needs | E |  |
| 1. Qualified teacher status | E |  |
| 1. Evidence of recent and appropriate training in safeguarding and the ‘prevent’ strategy | E |  |
| **3. Skills and Abilities** | **Essential/Desirable** | **Shortlisting** |
| 1. Communicates effectively on a 1:1 basis about straightforward and detailed issues with a range of people | E |  |
| 1. Able to prioritise, plan and organise own workload and that of others | E |  |
| 1. Displays the ability to think creatively to anticipate and solve problems | E |  |
| 1. Able to identify, establish and sustain appropriate management structures and systems. | E |  |
| 1. The ability to create a united, committed and highly effective staff team. | E |  |
| 1. Understands the relationship between managing performance, professional development and school improvement | E |  |
| 1. An effective leadership and management style that encourages participation, innovation and develops colleagues’ confidence. | E |  |
| 1. The ability to lead, coach and motivate staff within a performance management framework, providing professional development and effectively challenging and managing any underperformance. | E |  |
| 1. Strong interpersonal, written and oral communication skills. | E |  |
| 1. Strong organisational and time-management skills and the ability to delegate appropriately. | E |  |
| 1. The ability to skilfully manage and maintain effective working relationships with parents, governors, community members, external agencies and other stakeholders | E |  |
| 1. The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to change, improve and develop. | E |  |
| 1. Commercial understanding and acumen. | D |  |
| 1. The ability to work well under pressure and manage conflicting demands. | E |  |

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| **4. Beliefs, attitudes and personal attributes** | **Essential/Desirable** | **Shortlisting** |
| A: A shared commitment to a "no excuses" culture with a work ethic and drive to match that of the Trust in improving education and life chances of the communities we serve. | E |  |
| B: A shared commitment to the Trust’s values - Child centred, Collaboration, Curiosity, Challenge | E |  |
| C: Committed and passionate about the provision of  outstanding primary education. | E |  |
| D: Belief and commitment to equality of opportunity for all | E |  |
| E: Optimism and resilience in the face of challenges | E |  |
| F: Self-aware and able to learn | E |  |

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| **5. Additional Factors** | **Essential/Desirable** | **Shortlisting** |
| A: Ability to travel within a reasonable timeframe | E |  |
| B: No serious health problem which is likely to impact upon job performance (that cannot be accommodated by reasonable adjustments) | E |  |
| C: Good attendance record in current/previous employment (not including absences resulting from disability) | E |  |
| D: A commitment to safeguarding and promoting the welfare of children and young people. | E |  |
| E: A willingness to share information and expertise. | E |  |
| F: A commitment to ongoing staff development and the development of others. | E |  |

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| **Statements relevant to all posts** |
| All duties and responsibilities should be carried out in accordance with agreed policy and procedures, in particular those relating to: Environmental; Health and Safety; Equal Opportunities; Risk Management; Data Protection; IT; Safeguarding and Financial Regulations. |
| Safeguarding is everyone’s business. All employees, governors, contractors and volunteers share a responsibility, both corporately and individually, to ensure that every person is treated with dignity and respect and protected from others who may abuse them. We have a duty of care to safeguard and promote the welfare of children and young people, and must raise any concerns without delay. |
| The job description is an outline only and may vary from time to time without changing the character of the job or level of responsibility. The post holder must be flexible to meet the operational needs of the service. |
| The person specification covers key areas of competence and methods of assessment other than interview may be used (as appropriate to the job) to assess what a candidate can do and how they act in a specific area or situation. These include: ability test; work-related task; occupational personality questionnaire and presentation. Where this is the case, shortlisted candidates will receive details in advance of the selection process. |