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| **JOB DESCRIPTION** |
| **Post Title:** | KS2 TEACHER –CHALLENGE | **Grade:** | As advertised |

**The Academy is committed to safeguarding and promoting the welfare of**

**children and young people and requires all staff to share this commitment.**

**This job description should be read alongside the range of duties of teachers set out in the annual School Teachers’ Pay and Conditions Document.**

**Members of staff should at all times work within the framework provided by the Academy’s Policy statements to fulfil the general aims and objectives of the School Development/Improvement Plan.**

**The post holder will agree major objectives with the Head teacher. These objectives will include:**

**1. Achieving the highest possible standards of education for pupils in the allocated class.**

**2. The implementation of whole school policies and programmes to meet the needs of pupils and to improve the level of achievement.**

**PURPOSE OF THE JOB**

To support the development of the Academy and embrace the opportunities and challenges.

To ensure the highest possible standards of education of the pupils for whom the teacher has class/group responsibility - socially, emotionally, physically, intellectually and aesthetically.

To ensure the progress and development of pupils within the class and wider school population.

To ensure continuity of policies, practice and curriculum within the class, promoting equal opportunities for all.

To foster a climate of problem solving, debate, risk taking and challenge.

Provide a challenging learning environment which allows pupils to question and access higher order thinking skills;

Promotes and celebrates creativity and original thinking;

Encourages children to challenge themselves and discuss their own learning.

##### RESPONSIBILITY

The teacher is responsible to the Deputy Headteacher/Headteacher

#### LIAISON AND CO-OPERATION

The challenge teacher will work in liaison, contact and co-operation with:

**-**  other members of staff, including those from Frank Barnes School for Deaf Children;

**-** professionals from support and advisory services;

**-** organisations and networks in King’s Cross, Camden and the wider community relevant to the teacher’s specialism or subject;

- parents, governors and the local community.

#### POLICY AND LEGAL FRAMEWORK

The teacher will work within the framework of:

**-** national legislation, including Education Acts from 1944 to 1993, the SEN Code of Practice and the School Teachers’ Pay and Conditions Act 1991;

**-** Academy policies and guidelines on the curriculum and school organisation; and to race and gender equality

#### TASKS AND DUTIES

**1.  *Planning***

To plan and prepare courses, schemes of work and individual lessons, appropriate to the needs, interests, experience and existing knowledge of the pupils in the class.

**2. *Setting and supervising work***

To teach a class, or classes, sets, groups or individual pupils, and to set tasks to be undertaken both at school and elsewhere, having regard for the requirements of the National Curriculum or Foundation Stage.

**3. *Marking and Recording***

To mark and assess pupils’ work, and to record their development, progress and attainment, both at school and elsewhere having regard to the requirements of the National Curriculum, or Foundation Stage and to inform future planning and ensure differentiation.

**4. *Discipline and Relationships***

To maintain good order, discipline and respect for others among pupils; to promote understanding of the Academy’s rules and values; to safeguard health and safety; and to develop relationships with and between pupils conducive to optimum learning**.**

**5. C*ommunication with parents***

To build and maintain co-operative relationships with parents, and to communicate with them on pupils’ learning and progress, drawing attention to special skills and talents as well as to problems or difficulties.

**6. *Displays and environment***

To create an attractive and stimulating learning environment, and to contribute to ideas for displays in the Academy as a whole.

**7. O*verall policy and review***

To take part in whole-school reviews of policy and aims and in the revision of formulation of guidelines**.**

**8. *Reports***

To provide or contribute to oral and written assessments, reports and references, both at school and elsewhere, relating to the development and learning of individual pupils and groups of pupils, having regard to the requirements of the National Curriculum.

**9. *Review***

To evaluate and review own teaching methods, materials and schemes of work, and to make changes as appropriate.

**10. *Professional***

 To keep-up-to-date with current educational thinking and practice, both by study and by attendance at courses, workshops and meetings; and to participate in national or local arrangements for appraisal of staff performance**.**

**11. *Cover***

To supervise, and so far as practicable to teach, any pupils whose teacher is absent to a maximum of 38 hours per annum.

**12. *Equality policies***

To help ensure that subject-matter and learning resources reflect Academy policies on race and gender equality, and that the implications of these policies are borne in mind in relation to all tasks and duties listed.

**13. *Model of good practice and Guidelines***

To contribute to the production, and continuous evaluation and review, of whole-school policy and guidelines.

**14. *Resources and equipment***

To advise the Phase Leader on the requisition or purchase of books and other learning materials, and of relevant equipment.

**15. *Monitoring***

To call in children’s books or folders according to the Academy policy, and to check appropriateness of the content, progression and continuity between classes, consistency in marking and responding, and standards of presentation and learning.

**16. *Cross Curricular links***

To work with curriculum leaders to ensure that the area of responsibility is taught directly, and also implicitly and indirectly, whenever appropriate, across the whole curriculum of the Academy**.**

**17. *Year group/phase***

To work with curriculum leaders to ensure that there is continuity across year group and phase.

***18. Own development***

To keep abreast of new thinking and practice, by attending courses and continuing professional development sessions, and by reading books, articles newsletters, documents, etc.

**19. Transfers and liaison**

To give information to, and to collect information from, schools to which pupils transfer at 11+; and, whenever appropriate, to promote and improve liaison and continuity between key stages.

**20. Out of Hours’ Club**

At least once a week, to run an out of hours’ club which builds on the interest of our children and the skills of our staff.



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| **PERSON SPECIFICATION** |
| **Post Title:** | PRIMARY TEACHER WITH NO MANAGEMENT POINTS  | **Grade:** | As advertised |

You must demonstrate on your application form and during the selection process that you meet the following essential criteria:-

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| ***EDUCATION AND EXPERIENCE*** | ***Qualifications***1. Qualified Teacher Status and evidence of appropriate subsequent continuing professional development.

Experience 1. Experience of teaching, including during Initial Teaching Training of either EYFS, key stage 1 or 2.
2. Proven experience of leading and managing change at an appropriate level including the curriculum and classroom organisation and administration in a primary school.
3. Proven experience of high standards of primary classroom practice and of teaching area of responsibility.

**Personal Qualities**1. Evidence of the personal and intellectual qualities required to set an example to others and to lead a team.
2. Respect for the views of parents and a commitment to the importance of the involvement of parents in the learning process.

***Commitment to Excellence*** 1. Evidence of a commitment to excellence and the maximising of academic and personal achievement for all pupils.
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| ***SKILLS, KNOWLEDGE & ABILITIES*** | Leading and Managing Development1. Evidence of a clear view about the future development of an area in schools and the potential to lead a managed change.

*Educational and Curriculum Matters*1. An understanding of the different ways in which children learn and the appropriateness of a variety of teaching styles to meet the individual learning needs of each child.
2. Evidence of the ability to organise successfully the curriculum for a class of pupils of mixed abilities, aptitudes and educational needs through planning, preparation, monitoring and assessment.
3. A thorough knowledge of the area of responsibility including its specific requirements in relation to the National Curriculum or the Foundation Stage and learning strategies for children of all abilities.
4. Evidence of good general knowledge of the requirements of the National Curriculum or Foundation Stage and education in the broadest sense.
5. Evidence of good organisational skills to create and maintain a stimulating and attractive learning environment.

***Performance Review***1. Evidence of the ability to define effective measures for the performance of pupils and classes and to keep these measures under systematic review.

Behaviour and Ethos 1. Evidence of the ability to maintain effective classroom discipline in a positive context and to promote well-ordered and self-disciplined behaviour throughout the Academy.
2. Commitment and willingness to meet the needs of the ethos and flexible working arrangements of the Academy.

Needs of Young Children1. Evidence of knowledge and understanding of the range of needs of young children and the implications for their learning.

*Interpersonal Skills* 1. Evidence of good interpersonal skills and the ability to work as member of a team and develop and maintain good relations with all members of the school community. To work co-operatively with the staff of Frank Barnes School for Deaf Children, the Local Authority and relevant agencies as required.

*Communication*1. Evidence of the ability to communicate clearly both orally and in writing with pupils, parents and colleagues.

***Health and Safety.*** 1. An understanding of the responsibility of the class teacher with regard to the health and safety of pupils in their care.

***Equal Opportunities*** 1. Evidence of commitment to Equal Opportunities both in service delivery and employment, and an understanding of its effective operation within a school. An ability to ensure that each child’s identify is respected and maintained and enhanced and that stereotypes are challenged in a sensitive way.
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