GORSE

JOB DESCRIPTION

Post Title:	Class Teacher
Accountable To:	Senior Leadership Team
Scale:	MPR/UPR

PURPOSE OF THE POST

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

Teachers paid on the Upper Pay Range (UPR) have been assessed as 'highly competent' in all elements of the Teachers' Standards and their achievements and contribution to the Academy are expected to be substantial and sustained.

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 Academy's Leading Learning Plan.

DEVELOPING PROFESSIONAL AND CONSTRUCTIVE RELATIONSHIPS

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.

- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.

- Have a commitment to collaboration and co-operative working.

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

WORKING WITHIN THE LAW AND FRAMEWORKS

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people, including reading and implementing the academy's key safeguarding materials which include:

    - The Academy's Child Protection Policy,
    - The Academy's Positive Discipline and Behaviour policy

- Familiarise yourself with the content within Appendix A of: *'Keeping Children Safe in Education'*

- Have responsibility for registering pupils and reporting any pupils missing following the Academy protocol

- Know how to identify potential child abuse and follow safeguarding procedures.

- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

DEVELOPING PRACTICE

- Evaluate your performance and be committed to improving your practice through appropriate professional development (i.e. training, mentoring etc.)

- Have a creative and constructively critical approach towards innovation; being prepared to adapt your practice where benefits and improvements are identified.

- Review the effectiveness of your teaching and its impact on learners' progress, attainment and well-being refining approaches where necessary.

PROFESSIONAL SKILLS

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.

- Adhere to departmental and/or Trust-wide, curriculum and examination rubric mapping and iterative assessment schedules

- Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range in which you teach and:

    - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.

    - Build on the prior knowledge and attainment of those you teach in order that learners meet learning objectives and make sustained progress

    - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.

    - Adapt your language to suit the learners you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.

    - Embrace Trust Teaching and Learning strands of consistency such as the incorporation of the Purple Zone

- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

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- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.

- Provide learners, colleagues, and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development.

- Provide learners with regular, sharp, diagnostic marking and feedback in line with the Academy's marking and feedback policy. Create opportunities for learners to respond to the feedback, which is then checked, acknowledging progress or addressing further misconceptions.

- Use the marking and feedback process to develop well informed strategic seating interaction plans which adhere to the Trust's strands of consistency

- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.

- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

- Establish a purposeful and safe learning environment, which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the Academy.

- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the Academy's behaviour policy.

- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

- Know the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those relating to public examinations and qualifications.

- Know a range of approaches to assessment, including the importance of formative assessment.

- Know how to use local data to evaluate the effectiveness of your teaching, to monitor the progress of those you teach and to raise levels of attainment.

- Have a secure knowledge and understanding of subjects/curriculum areas and related pedagogy including the contribution that your subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.

- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for your subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.

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- Know how to use skills in literacy, numeracy and ICT to support teaching and wider professional activities.

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

- Know how to make effective personalised provision for those you teach and how to take practical account of diversity and promote equality and inclusion in your teaching.

- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

PERSONAL RESPONSIBILITIES

- Hold positive values and attitudes adopt high standards of behaviour in your professional role.

- Carry out the duties and responsibilities of the post, in accordance with the Academy's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.

- Take responsibility for safeguarding and promoting the welfare of children.

- Use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.

- Undertake training and professional development as appropriate.

- Undertake other duties appropriate to the post that may reasonably be required from time to time.

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Person Specification

Criteria	Essential/ Desirable	Evidence
Qualifications	**E/D**	
• Good honours degree in relevant subject	**E**	• Application Form
• Qualified Teacher Status (or currently an ITT / GTP trainee)	**E**	
Experience	**E/D**	
Either: • Successful placement(s), teaching (applicants currently in training) or: • Successful record of teaching including very good exam results (applicants who already have gained QTS)	**E**	• Letter of Application • Interview • References
• Proven record of effective subject leadership Experience of teaching across the whole primary age range	**D**	
• Experience teaching children with complex communication needs and/or Autism.	**D**	
Knowledge, Understanding and Skills		
Knowledge and understanding of:	**E/D**	
• What constitutes quality and high standards in learning and teaching	**E**	• Letter of Application • Lesson Observation • Interview • References
• National Curriculum	**E**	
• Inclusion and strategies for engaging all learners	**E**	
• What constitutes appropriate and successful relationships with children	**E**	
• Principles of Assessment for Learning and a commitment to effective assessment	**E**	
• Understanding of monitoring, recording and reporting of pupil progress	**E**	
• A range of behaviour management strategies	**E**	
• Child protection and safeguarding issues	**E**	
• Strategies for teaching EAL and New to English children	**E**	
• How the learning environment supports high standards	**D**	
• Cross curricular learning and teaching	**D**	
• The preparation and administration of summative assessments for pupils with complex communication needs/Autism	**D**	
Skills	**E/D**	
• Effective organisational skills	**E**	• Letter of Application • Lesson Observation • Interview • References
• Ability to work well with parents and carers	**E**	
• Confident and competent user of ICT	**E**	
• Ability to plan for progression across the ability range, designing effective learning across a series of lessons	**E**	
• Effective use of ICT to motivate and inspire learners	**D**	
• Commitment to the use of new technologies to enhance learning	**D**	
Professional Values	**E/D**	
• High expectations	**E**	• Letter of Application
• Learning should be fun	**E**	
• Commitment to practical learning	**E**	

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• Willingness to use a variety of teaching strategies to engage all learners	E	• Lesson Observation • Interview • References
• Commitment to the personal development and well-being of children	E	
• Support for an enriched curriculum through out of hours learning and educational visits	D	
Personal Qualities	**E/D**	
• Passionate about learning and teaching	E	• Letter of Application • Interview • References
• Open minded, self-evaluative and adaptable to changing circumstances and new ideas	E	
• Brings personal interest and enthusiasms to the academy community	D	
Continuous Professional Development		
• Evidence of commitment to Continuing Professional Development	E	
Other Conditions	**E/D**	
• Enhanced DBS Clearance	E	

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.

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