

Bridgwater and Taunton College Trust

Primary Teacher



The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decisions making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.

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Core Purpose

The success of the Bridgwater College Trust rests on a very strongly felt and shared set of values which determine its strategic direction.

It is absolutely crucial that the post holder shares our values of student centredness, equality of opportunity and parity of esteem for staff and students. S/he must enjoy working within the team philosophy. This post is not about building empires. It is about espousing and promoting corporateness. Like any other post in the Trust, it is about valuing people, working in partnership with others and supporting individual progression and achievement. Crucially post holder must have a commitment to comprehensive all-through education and training. S/he will believe passionately in the entitlement of individuals of all ages to learning.

Main Responsibilities

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

Relationships

- To be responsible to the Headteacher/ Deputy Head / Primary Leader for his/her teaching duties and responsibilities.
- To be responsible for the supervision of Teaching Assistants working with the class.
- To interact on a professional level with colleagues and seek to establish and maintain productive relationships with them in order to improve the quality of learning and teaching in the school.

2. Teaching, Assessing and Reporting

- To plan and prepare lessons and programmes of study for Year 6
- To teach the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupil elsewhere.
- To assess, record and report on the development, progress and attainment of pupils
- To provide or contribute to oral and written assessments and reports relating to individual pupils and groups of pupils
- To maintain an ordered, attractive environment which celebrates students' successes. Classrooms will include phase agreed displays for target setting and working walls for core subjects.
- To ensure a positive, caring ethos within the classroom
- To make positive relationships with parents/carers and provide them with advice and support
- To liaise where appropriate with outside agencies to share information about pupils in order to create the best provision to meet pupil needs

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- To follow the school behaviour strategy at all times, creating a positive learning environment that is rewards driven.

3. Appraisal, Review and Professional Development

- To participate in Performance Management in accordance with the regulations made for the appraisal of teachers' performance.
- To regularly review his/her methods of teaching.
- To participate in meetings at the school which relate to the curriculum, administration or organisation of the school, including pastoral matters.
- To participate in arrangements for further training and professional development as a teacher, including undertaking training and professional development as identified in Performance Management objectives.
- To keep abreast of trends, developments and research in education, particularly those relevant to the duties and responsibilities of the post.

4. Other activities

- To promote the general progress and well-being of individual pupils and of any assigned class or group of pupils.
- To make records of and report on the personal and social needs of pupils.
- To communicate and consult with parents of pupils, and other professionals
- To attend assemblies.
- To carry out supervision of pupils as directed by line manager
- Responsible for the health, safety and welfare of themselves and others
- Responsible for the safeguarding and promotion of the welfare of children
- To attend mandatory training course, for example, for child protection
- To be a team player, and contribute towards the Trust vision, within own capabilities
- The post-holder may, from time to time, be required to carry out other duties commensurate with the role.

Other Duties

- To attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- To promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- To be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time you may be required to carry out other duties commensurate with the role.

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Person Specification

| Area to be assessed | Essential criteria | Desirable criteria |
|----------------------------------|--|---|
| Safeguarding | Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people. | |
| Qualifications/Experience | <p>Qualified teacher status</p> <p>Teaching in KS1/KS2</p> <p>Confidence in using the literacy & numeracy frameworks</p> <p>Experience of team working</p> <p>Experience of using interactive whiteboards</p> <p>Confidence with ICT</p> <p>Confident in the use of positive behaviour management strategies</p> <p>Good understanding of supporting SEN students within the class</p> | <p>Any other relevant qualifications</p> <p>Knowledge of the 'Talk for writing' approach to literacy</p> <p>Experience of planning cross-curricular links</p> <p>Experience of supporting EAL students in class</p> <p>Knowledge of 'Sounds Write'</p> <p>Experience in mixed age class</p> |
| Knowledge/Skills | <p>Commitment to the ethos of the school</p> <p>A natural team member</p> <p>Enthusiasm</p> <p>Flexibility</p> | Willingness to run an extra curricular club |

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| | <p>Willingness to participate in the life of the school Eagerness to reflect and innovate on own practice</p> <p>Demonstrates a commitment to the safeguarding and well-being of children and young people</p> | |
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