

Henleaze Schools

MPS Teacher

Job description

Job title	Teacher
Location	Henleaze Junior School
Salary	MPS
Role Summary	<ul style="list-style-type: none"> • To enable children to develop and maintain a love of learning through developmentally appropriate learning opportunities within a safe and caring environment. • To be accountable for pupils making good or better progress in their learning by building upon their existing skills and knowledge. • To assist all pupils to develop emotional security, self-belief, good social skills and core learning dispositions. • To act with commitment, honesty and integrity; keeping teaching knowledge and skills as teachers up-to-date by being reflective and ambitious • To forge positive professional relationships and work with parents/carers within the best interests on pupils
Working pattern	*Full Time *Part Time *Job Share *Dependant on position
Responsibilities	<ul style="list-style-type: none"> • To be competent in all elements of the 'Teachers' Standards' • To discharge the Teachers Responsibilities, and to act in accordance with the school's and Trust's ethos, policies and practices, under the direction of the Executive Headteacher • Leading and developing the teaching practice of others • Set high expectations which inspire, motivate and challenge pupils • Promote good progress and outcomes by pupils • Demonstrate good subject and curriculum knowledge • Plan and teach well-structured lessons • Adapt teaching to respond to the strengths and needs of all pupils

	<ul style="list-style-type: none"> • Make accurate and productive use of assessment • Manage behaviour effectively to ensure a good and safe learning environment • Contribute to the ethos and aims of the School • To develop and maintain positive working relationships with other professionals • Make a positive contribution to the wider life and ethos of the school
<p>Reporting to</p>	<p>Executive Headteacher/Deputy Headteacher/Assistant Headteacher</p>
<p>Safeguarding</p>	<p><i>We are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff and volunteers to share this commitment. All posts at Cathedral Schools Trust are subject to pre-employment checks including, but not limited to, initial and periodic enhanced level checks with the Disclosure and Barring Service.</i></p>

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Person Specification

We are committed to creating an inclusive working environment. If you are excited about this role and can demonstrate many but not all of the areas below, we would encourage you to apply as you may just be the person we are looking for.

The listed criteria will be reviewed across the stages of our recruitment process, including application form, personal statement (within the application form), interview, references and certificates.

Skills and personal attributes:

(Personal competencies, qualities, attitude and behaviours that will allow you to perform effectively in the role, ensuring the safeguarding and welfare of children and young people)

Essential for this role:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- Be able to guide pupils to reflect on the progress they have made and their emerging needs
- Be able to encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Be able to promote a love of learning and children's intellectual curiosity
- Know when and how to differentiate learning appropriately, using approaches which enable pupils to be taught effectively
- 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
- To be committed to their own professional development and proactive in seeking out research and new initiatives in education
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Ability to work collaboratively as part of a team
- Excellent Communication with Parents and Carers
- High level of organisational and planning skills

- As the lead professional in the classroom plan, allocate, support and evaluate work undertaken by other staff in the classroom
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy and procedures
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly, in accordance with the school's behaviour policy and procedures
- Demonstrate consistently high standards of personal and professional conduct.

You are likely to have:

- A keen knowledge of current educational practice and issues

You may have:

- An ability to lead other adults

Knowledge and qualifications:

(Professional, technical or academic qualifications that you have achieved relevant to this role)

Essential for this role:

- Qualified Teacher Status
- Honours degree of 2.2 or above
- Quality of teaching is at least good
- Be able to provide evidence of most pupils' attainment and progress being at least good or better.
- Meets all the Teachers Standards in parts 1 & 2
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Has a knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
- If teaching KS2, have the relevant knowledge of assessment and statutory requirements

- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- To be aware of, read and understand the school's policies in particular Whistleblowing, Safeguarding, at all times that the duties of the post are carried out in accordance with school policies

You are likely to have:

- An understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities
- Proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality

You may have:

- An area of subject expertise that could support colleagues

Experience:

(Please draw upon experience and achievements gained through paid employment, voluntary work or personal life experience relevant to this role)

Essential for this role:

- Make use of formative and summative assessment to secure pupils' progress
- Have the experience which allows a positive contribution to the wider life and ethos of the school
- Have the ability to develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Evidence of impact of teaching to improve children's outcomes
- Have the ability to communicate effectively with parents with regard to pupils' achievements and well-being
- Ability to work effectively with both teaching and support staff
- To undertake any duty or responsibility that the school asks relevant to the business needs of the school as required and are commensurate with the grade
- Experience in developing and maintaining positive working relationships with other professionals
- Experiencing in liaising with parents, local authorities, external agencies and suppliers as well as members of the public to provide information and to answer queries and uphold the reputation of the school
- Ability to communicate effectively with parents with regard to pupils' achievements and well-being

You are likely to have:

- Experience of either EYFS Baseline or Profile assessments or end of KS1 assessment and KS2 assessments
- Proven outcomes in teaching of early reading and phonics across EYFS and KS1
- Experience of teaching in KS2
- Proven outcomes in teaching and assessment for KS2
- Experience in leading a curriculum area
- Experience of coaching or mentoring
- Experience in deploying support staff effectively

You may have:

- Experience of leading professional development for colleagues
- Evidence of having made a distinctive contribution to the wider life and ethos of the school

Other Requirements:

You are likely to have:

- Experience of working in another educational setting

You may have:

- Other voluntary work within the community

Cathedral Schools Trust is an equal opportunities employer and recognises the strength in diversity. Our schools have a wide range of cultural, socio economic and religious influences and we use this to ensure that we broaden our understanding of each other and the world. Applications are welcome from all suitably qualified candidates regardless of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, gender reassignment, disability or age, and maternity, marital or civil partner status. We particularly encourage applications from under-represented groups.

As part of our commitment to equal opportunities, we ask that all applications are made using our application form and are accompanied by an equal opportunities form. The equal opportunities form is anonymous and is not shared with the shortlisting panel.