

**Pegasus Academy Trust**



**Class teacher – Main professional scale (MPS)**

**Job description and Person Specification**

**2024**

<b>Role</b>	<b>Class teacher</b>
<b>Job Purpose</b>	Teachers within the Pegasus Academy Trust (PAT) make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Our teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical. They forge positive professional relationships and work with parents in the best interests of their pupils. This job description is informed by the DfE core 'teachers standards' document. Staff holding TLRs or post threshold teachers have additional responsibilities.
<b>Accountable to:</b>	<b>Executive Heads, Heads of School and Deputy Heads of School</b>
<b>Accountabilities</b>	<p><b>1. Set high expectations which inspire, motivate and challenge pupils</b></p> <p>a) establish a safe and stimulating environment for pupils, rooted in mutual respect;</p> <p>b) set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;</p> <p>c) demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils;</p>
	<p><b>2. Promote good progress and outcomes by pupils</b></p> <p>a) be accountable for pupils' attainment, progress and outcomes;</p> <p>b) be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;</p> <p>c) guide pupils to reflect on the progress they have made and their emerging needs;</p> <p>d) demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;</p> <p>e) encourage pupils to take a responsible and conscientious attitude to their own work and study.</p>
	<p><b>3. Demonstrate good subject and curriculum knowledge</b></p> <p>a) have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings;</p> <p>b) demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship;</p> <p>c) 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;</p> <p>d) when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;</p> <p>e) when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</p>

	<p><b>4. Plan and teach well structured lessons</b></p> <ul style="list-style-type: none"> <li>a) impart knowledge and develop understanding through effective use of lesson time;</li> <li>b) promote a love of learning and children’s intellectual curiosity;</li> <li>c) set homework in accordance with the policy of the Academy Trust and plan other out of class activities to consolidate and extend the knowledge and understanding pupils have acquired;</li> <li>d) reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>e) contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>
	<p><b>5. Adapt teaching to respond to the strengths and needs of all pupils</b></p> <ul style="list-style-type: none"> <li>a) know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;</li> <li>b) have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these;</li> <li>c) 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;</li> <li>d) 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.</li> </ul>
	<p><b>6. Make accurate and productive use of assessment</b></p> <ul style="list-style-type: none"> <li>a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;</li> <li>b) make use of formative and summative assessment to secure pupils’ progress;</li> <li>c) use relevant data to monitor progress, set targets, and plan subsequent lessons;</li> <li>d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>
	<p><b>7. Manage behaviour effectively to ensure a good and safe learning environment</b></p> <ul style="list-style-type: none"> <li>a) 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;</li> <li>b) have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;</li> </ul>

	<ul style="list-style-type: none"> <li>c) manage your class effectively, using approaches which are appropriate to the pupils' needs in order to involve and motivate them;</li> <li>d) maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
	<p><b>8. Fulfil wider professional responsibilities</b></p> <ul style="list-style-type: none"> <li>a) deploy support staff effectively;</li> <li>b) take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;</li> <li>c) communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>
	<p><b>9. Supporting the work of the Academy Trust</b></p> <ul style="list-style-type: none"> <li>a) develop strong, positive relationships with Academy colleagues; knowing how and when to draw on advice and specialist support. Contribute to collaborative work with other schools and sharing of best practice.</li> </ul>
<b>General requirements</b>	<p><b>All Academy staff are expected to:</b></p> <ul style="list-style-type: none"> <li>a) Work towards and support the Academy Trust vision and objectives;</li> <li>b) Contribute to the school's programme of extra curricular activities;</li> <li>c) Support and contribute to the school's responsibility for safeguarding students;</li> <li>d) Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors;</li> <li>e) Work within the Academy Trust's Equal Opportunities Policy to promote equality of opportunity for all pupils and staff, both current and prospective;</li> <li>f) Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues;</li> <li>g) At all times observe proper boundaries appropriate to a teacher's professional position;</li> <li>h) Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;</li> <li>i) Engage actively in the performance review process;</li> <li>j) Adhere to Academy Trust policies and procedures as notified to staff;</li> <li>k) Undertake other reasonable duties related to the job purpose required from time to time.</li> </ul>
<b>Review and Amendment</b>	<p>This job description should be seen as enabling rather than restrictive and will be subject to regular review.</p>

## Person Specification

### Skills Required

1. An energetic teacher who enthuses others	Essential
2. A positive and creative thinker who sees challenges as opportunities	Essential
3. Excellent interpersonal and communication skills, (verbal and written)	Essential
4. IT literate with an understanding of the role of ICT across the curriculum	Desirable
5. Ability to establish and maintain a purposeful working atmosphere	Essential

### Knowledge Base

6. Understand the characteristics of effective teaching and learning styles. Be able to describe how new knowledge might be introduced and opportunities planned for children to apply this learning.	Essential
7. Understand strategies for improving and sustaining high standards of pupil achievement	Essential
8. Understand the requirements of the current National Curriculum and Early Years Foundation Stage	Essential
9. Be able to describe planning and assessment practice in current or teaching practice school and be reflective about the strengths and weaknesses of these systems	Essential

### Qualifications

10. QTS (this must be demonstrated with certification at interview)	Essential
11. Right to work in UK	Essential

### Experience

12. Experience in more than one school and location, including in an area of diversity	Desirable
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### Attitude/approach

13. A child-centred philosophy and approach	Essential
14. High expectations of oneself, as well as of others	Essential
15. Demonstrate a commitment to equality of opportunity	Essential

### Special requirements

16. Good record of health and attendance in current post or at training institution	Essential
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