#  **JOB**

 **DESCRIPTION**

 Job Title:

 **Class Teacher**

 Location:

 **Endike Academy**

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| **Job Purpose:** | To be responsible for the learning and achievement of all pupils, ensuring equality of opportunity for all and being accountable for achieving the highest possible standards in work and conduct. |
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| **Background:**  | The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London. Our aim is to be the country’s leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment. |
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| **Reporting To:** | Principal |
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**KEY RESPONSIBILTIES**

**TEACHING**

* Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
* Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate.
* Be aware of pupils’ capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on this demonstrating knowledge and understanding of how pupils learn.
* Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
* If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics.
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject).
* Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners’ progress and levels of attainment.
* Make accurate and productive use of assessment to secure pupils’ progress.
* Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
* Use relevant data to monitor progress, set targets, and plan subsequent lessons.
* Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate.
* Participate in arrangements for examinations and assessments within the remit of the School Teachers’ Pay and Conditions Document.
* To use a range of appropriate strategies and follow Academy policies for teaching/tutoring, behaviour management and classroom management.

**BEHAVIOUR AND SAFTEY**

* Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
* Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to inspire, motivate and challenge pupils.
* Have high expectations of behaviour, promoting self-control and independence of all

learners.

* Carry out playground and other duties as directed and within the remit of the current

School Teachers’ Pay and Conditions Document.

* Be responsible for promoting and safeguarding the welfare of children and young

people within the school, raising any concerns following school protocol/procedures.

**COMMUNICATION AND RELATIONSHIPS**

* Communicate with parents and carers over pupils' progress and participate in parent meetings, parents' evenings and other whole school events.
* Develop and maintain positive relationships with their staff and parent/carers.

**ADMINISTRATION**

* Register the attendance of and supervise learners, before, during or after school sessions as appropriate.
* Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers’ Pay and Conditions Document.

**PROFESSIONAL DEVELOPMENT**

* Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils’ progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues.
* Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school.

**SAFEGUARDING**

* To do all that you can to ensure that you safeguard and promote the welfare of students in the Academy.

**OTHER**

* Have a working knowledge of teachers’ professional duties and legal liabilities.
* Operate at all times within the stated policies and practices of the school.
* Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
* Contribute to the ethos of the school through effective participation in meetings and management systems necessary to coordinate the management of the school.
* To make an active contribution to the policies, aspirations and plans of your Department and the Academy.

**PERSON SPECIFICATION**

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|  | **Essential**  | **Desirable**  |
| Qualifications and Professional Development  |  |  |
| * Honours degree related to Primary Education or a curriculum subject.
 | **X** |  |
| * Qualified Teacher Status (ECT’s welcome)
 | **X** |  |
| * Evidence of sustained participation in INSET/CPD.
 | **X** |  |
| Experience  |  |  |
| * Experience of teaching KS1 and KS2
 |  | **X** |
| * Demonstrable evidence of high standards of class teaching.
 | **X** |  |
| * Experience of managing teaching resources.
 | **X** |  |
| * Experience of working with children from a variety of backgrounds and/or vulnerable groups of pupils.
 |  | **X** |
| Skills and Knowledge  |  |  |
| * Ofsted awareness.
 | **X** |  |
| * Awareness of current developments in Education and the implications of these.
 | **X** |  |
| * Understanding of inclusion and personalised learning.
 | **X** |  |
| * Understanding of effective assessment and target setting procedures.
 | **X** |  |
| * An understanding of good inclusive education and the SEN Code of Practice.
 |  | **X** |
| Personal Qualities  |  |  |
| * Well-motivated, enthusiastic with a can-do attitude.
 | **X** |  |
| * Honesty and integrity.
 | **X** |  |
| * Team working skills.
 | **X** |  |
| * A desire to allow each child the opportunity to fulfil their potential, both academically and on a personal level.
 | **X** |  |
| * To be a positive role model to our pupils.
 | **X** |  |
| * Be flexible and resilient in response to a changing educational environment.
 | **X** |  |
| Equal Opportunities  |  |  |
| * A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.
 | **X** |  |
| Safeguarding  |  |  |
| * Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.
 | **X** |  |
| * Play an important part in the wider safeguarding of children – identifying concerns, sharing information and taking prompt action to safeguard and protect them.
 | **X** |  |
| * Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.
 | **X** |  |
| Health and Safety  |  |  |
| * Aware of Health & Safety and Safeguarding as appropriate to role.
 | **X** |  |