

Job Description
Pioneer Academies Community Trust
Parkside Primary Academy

Name:

Post held: Year 6 Teacher and Curriculum/Subject Leader
Pay scale: MPS/UPS + TLR 2

Purpose of the post

To carry out the professional duties (core standards) of a teacher other than a Head Teacher as described in Part 12 of School Teachers' Pay and Conditions of Employment Document
To teach designated pupils and undertake associated pastoral and administrative duties as well as other general responsibilities, having full regard for the school's ethos, aims and policies.

To act as a Curriculum/Subject Leader and teacher with day to day responsibilities for the quality and consistency of provision, standards and achievement in the year group and for making sure that the teaching and learning priorities of the school improvement plan are reflected in the work of the year group staff.

To be responsible for leading other staff in a team. To carry out associated duties as are reasonably assigned by the Headteacher.

Employment Duties

This job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and within the range of teachers' duties set out in that document.

To whom responsible: Headteacher Deputy/Assistant Headteachers

Staff for whom responsible: Teachers and support staff

Particular Responsibilities

- 1. To ensure that consistent, inclusive and differentiated long term, medium term, short term and where appropriate individual pupil planning is carried out consistently within the subject/curriculum area that you lead.**

Key Tasks

To lead by example in ensuring that all aspects of planning are in place in order to deliver lessons appropriate to the needs and abilities of pupils in each class/set in the year group to include those with additional needs eg pupils with special needs, the most able, EAL.

To ensure that year group teachers plan effectively to maximise expertise and consistency of provision for children of all abilities in the specified classes.

To liaise with the Senior Leadership Team to ensure that support staff are deployed effectively to help raise standards and that relevant information including curriculum plans is regularly provided.

To ensure that supply staff covering for absence are provided with sufficient support to enable lessons to be taught to the highest possible standard.

To evaluate at regular intervals, with other key staff, this aspect of the work of the year group contributing through discussion, to the development of a written report to summarise findings.

- 2. To monitor the quality and consistency of provision in the curriculum area/subject that you lead.**
To ensure that target setting, the analysis of targets and their review is carried out in.

Key Tasks

To be responsible for undertaking monitoring and quality assurance activities at regular intervals i.e. talking to pupils, undertaking work scrutiny, lesson observations etc feeding back to staff/leadership team with a written review/evaluation

To ensure that teachers set relevant targets with children and that staff understand the expectations of the performance of the year group in contributing to phase/whole school targets.

- 3. To be responsible for all aspects of assessment in your subject/curriculum area and for leading the analysis of data and the improvement of the effectiveness of assessment for supporting pupil achievement.**

Key Tasks

To ensure in accordance with school policy that formative and summative assessments of pupils' progress/performance take place and that outcomes are used to inform planning/target setting.

To ensure that assessments are marked and moderated and that results are used to make a written analysis/ evaluation of progress towards year group/phase/whole school targets each half term.

- 4. To be responsible for induction, mentoring, coaching and supporting the professional development of staff where required.**

To ensure the support of Early Career Teachers, teachers in training and other students and trainees working in the phase.

Key Task

To work with senior staff to identify where support is needed for staff in the year group, demonstrating lessons, and discussing professional issues as needed, in order to improve performance and raise standards.

To ensure that appropriate 'cover' arrangements are made, for teachers and support staff, in order that CPD activities take place as planned and that a review of the benefit of such activities is made and cascaded to staff in the year group/phase/school as appropriate.

5. To have overall responsibility for the day to day supervision of the support staff working in the year group.

Key Tasks

To liaise with the Deputy Head to ensure that the day to day duties of support staff are clear and that appropriate arrangements are made when there is a change to the normal timetable.

To ensure that admin, display and other tasks are planned for in advance ensuring support for teachers is equitable.

Additional duties and responsibilities relating to the post of TLR 2

Management, Organisation and Administration

1. To liaise closely through attendance at regular meetings with the Senior Leadership team and other staff in order to promote clear lines of communication.
2. To assist in formulating the aims of the school and the establishment of policies.
3. To be a visible presence around the school in order to provide encouragement and support for staff and pupils, leading assemblies and contributing to the supervision of pupils during lunchtime.
4. To assist with the organisation and supervision of students in the specified phase, both teaching and non-teaching.
5. To act as team leader for Performance Management purposes for teachers in the specified phase.

Pastoral

1. To ensure that every effort is made to develop and maintain good relationships with staff, parents/carers and other members of the community and that their views are taken into account when developing action plans.

Curriculum

To lead by example in having high expectations of the progress that children are capable of and providing an outstanding model as a teacher for pupils, parents and staff throughout the school, encouraging other staff to adopt a similarly positive approach.

To ensure that the physical environment in the year group is attractive and that resources are used effectively to provide a stimulating learning environment.

This job description may be amended at any time after discussion with you but will be reviewed annually during the academic year and appropriate changes made if necessary

Signed: **Teacher**.....

Headteacher:

CONDITIONS OF SERVICE

Governed by the National Agreement on Teachers Pay and Conditions and supplemented by local Pioneer Academies Community Trust and school conditions.

SPECIAL CONDITIONS OF SERVICE

A check as to the existence and content of any relevant criminal record will be requested from the Disclosure and Barring Service after a person has been selected for appointment. Refusal to agree to a check being made could disqualify you from being considered for the appointment. Under the Rehabilitation of Offenders Act 1974, you have the right not to disclose details of 'spent' convictions. However, for certain jobs, employers are allowed to ask about these offences. The Rehabilitation of Offenders Act 1974 (Exception Amendment) Order 1986 sets out details of all jobs to which this applies and the job you have applied for is included in the list. The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found in the attached guidance. Please give details of any relevant criminal convictions that you may have. The disclosure of a criminal record may not necessarily prevent you from being appointed. The nature of the offence, how long ago it took place, your age at the time and any other relevant factors may be considered when a decision is made. Please note that some convictions are never considered 'spent' under the terms of the Act.

EQUAL OPPORTUNITY

The post holder will be expected to carry out all duties in the context of and in compliance with the Trust's Equal Opportunities Policies. This job description will be reviewed at regular intervals and is subject to change as the needs of the school evolve.

Year 6 Teacher and Subject/Curriculum Leader Person Specification

All post-holders are expected to demonstrate a commitment to equal opportunities and a proven ability to work effectively in diverse classrooms. This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification and you should refer to these.

| Description | Shortlisting |
|--|--------------|
| Training and Qualifications | |
| 1. Qualified Teacher Status | Essential |
| 2. Evidence of continuing and recent professional development relevant to the post | Essential |
| Successful Experience | |
| 3. Recent highly effective experience of teaching in the relevant phase in mainstream classrooms, including planning and assessment, delivery, working with additional adults and taking responsibility for their performance in the classroom | Essential |
| 4. Proven experience of raising standards for all pupils, including underachieving and disadvantaged pupils | Essential |
| 5. Successful experience of aspects of leading a curriculum/subject area or other school wide initiatives | Essential |
| 6. Experience of promoting and gaining positive pupil behaviour conducive to learning, focused on raising standards. | Essential |
| 7. Experience of outstanding core subject leadership | Desirable |
| 8. Experience of promoting highly effective communications within and between teams and other stakeholders in the school community | Essential |
| 9. Able to use and disseminate effective primary teaching and learning strategies used to raise pupil attainment and achievement | Essential |
| 10. Successful implementation of quality assessment to inform teaching & learning, including target setting and monitoring | Essential |
| Knowledge and Understanding | |
| 11. Understanding of equality of opportunity issues and how they can be effectively addressed | Essential |
| 12. The knowledge and understanding of current theory and best practice in learning and teaching, particularly how this relates to high attainment and progress | Essential |
| 13. Knowledge of a range of effective strategies for inspiring and motivating staff to achieve their full potential through collaboration and coaching with a focus on raising standards and school improvement | Essential |
| 14. Good understanding of the role of parents and the community in school improvement and how this can be practiced and developed | Essential |
| 15. Clear understanding of data analysis and the important impact this can have on achievement and attainment | Essential |
| Characteristics and Competencies | |
| 16. Ability to implement and lead whole school initiatives and manage change | Essential |
| 17. Ability to effectively support colleagues in raising standards of teaching and learning | Essential |
| 18. Ability to create and maintain a positive team spirit delegating, negotiating and holding to account where necessary, with sensitivity | Essential |
| 19. Ability to develop the long term capabilities of others by collaborating with and motivating colleagues | Essential |
| 20. Boundless enthusiasm, determination and drive to inspire others to achieve high standards | Essential |
| 21. Self-motivated and resilient to the pressures that leadership brings | Essential |
| 22. A solution-focused mind-set and a determined "no-excuses" approach to raising standards | Essential |
| 23. A personable nature to build effective relationships with parents/members of the community | Essential |
| 24. A lively, creative, good-humoured approach to all aspects of teaching, management & leadership | Essential |
| 25. Ability and willingness to promote the school's aims and the positive culture and ethos | Essential |

