



TEACHING STAFF

JOB DESCRIPTION

ROLE TITLE	Class Teacher
LOCATION	Laureate Community Academy
GRADE / SCALE POINT – SALARY	MPR / UPR
REPORTING TO	Headteacher / Key Stage Leader

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils.

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

1. Class teacher responsibilities:

- Teach at the direction of the Headteacher, implementing agreed planning, assessment and target setting;
- Teach the National Curriculum subjects and RE as well as working with others to provide curriculum enrichment for pupils;
- Provide an outstanding professional model within the classroom;
- Provide an inclusive and personalised curriculum which meets the needs of the children, including those with Special Educational Needs and/or Disabilities and the most able;

- e. Carry out assessment, recording, monitoring and record keeping according to school policies, maintaining appropriate records which monitor the progress of the pupils and providing regular feedback to pupils in line with the Feedback & Marking Policy;
- f. Complete any relevant class termly and half termly assessment records, using school systems;
- g. Provide information for parents, including (but not limited to) annual reports and the completion of the relevant sections of pupils' planners;
- h. Oversee and work closely with TAs, setting out tasks appropriate to the assistant's role and ability and supervising the work of support staff, students and voluntary helpers as required;
- i. Liaise closely with the Raising Standards Lead regarding the achievement of pupils towards end of Key Stage national assessments;
- j. Liaise closely with the SENDCo regarding the learning needs of specific pupils;
- k. Liaise closely with the pastoral team, including (but not limited to) the Designated Safeguarding Lead, Family Support Worker and Emotional Literacy Support Assistant(s), regarding pupils' welfare needs.

2. General teaching responsibilities:

- a. Engage in identifying and implementing the priorities of the School Improvement Plan, participating fully in school self-evaluation;
- b. Comply with and uphold the policies of the school;
- c. Fully understand and comply with the school's Safeguarding Policy, remaining alert to pupils' wellbeing and reporting any concerns in line with Child Protection Procedures;
- d. Proactively uphold the school's Behaviour Policy, establishing class rules and setting out clear and fair sanctions in accordance with the school's systems, with high standards of behaviour expected at all times;
- e. Work as part of the school's teaching team, behaving as a team member to support colleagues;
- f. Ensure that the classrooms and other designated spaces provide a positive and well organised learning environment in line with the Display Policy;
- g. Make effective use of PPA time to raise standards, including (but not limited to) the completion of assessments under the direction of the Senior Leadership Team;
- h. Lead assemblies and supervise break duties as required;
- i. Play an active role in the full life of the school.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.



PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	Second class degree or higher; Relevant Teaching Qualification; English and Mathematics at GCSE / 'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level); ICT QTS accreditation test level or European Computer Driving Licence (ECDL).	
Experience and Knowledge	High levels of primary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum; Evidence of positive impact on pupil outcomes in the relevant Year group(s); Evidence of successful leadership of a project or initiative; Evidence of effective team working.	
Literacy and Numeracy	Ability to read and understand instructions; Ability to complete basic paperwork.	
Organisational		Knowledge of school policies and procedures
Key Skills and Attributes	Positive disposition to implementing the Schools' educational vision; Willingness to work across the Trust's primary schools to secure high attainment for all children in the relevant Year Group(s) Key Stage(s).	
Leadership	Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team; Understanding of the management of change processes; Ability to maintain a consistent and continuous focus on pupil achievement; Ability to delegate appropriately and hold other accountable while at the same time accepting accountability for the designated Year Group(s) Key Stage(s) pupil outcomes.	



Other Qualities	Able to develop genuine, empathetic relationships with young people; High personal standards in terms of attendance, punctuality and meeting deadlines; High level of personal organisational skills; Good communication skills, both written and spoken; Solution focused disposition and a positive attitude particularly to challenge and change; Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils; Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education; Able to work as part of a broader inclusion and pupil support system; Ability to work as a team player and supportive of team working; Ability and willingness to develop own understanding and capability through advice and training; Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency; Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes.	
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