



Organisation:	Watergrove Trust
Section:	Teaching
Location:	Across any of the schools within the Watergrove Trust
Job Title:	Expert Teacher KS1- 1 available post Expert Teacher KS2- 1 available post
Hours:	In line with STPC, working term-time only. Teaching commitment is 0.8 FTE with the remaining time being PPA and coaching/supporting colleagues. We are a family friendly employer and will work with employees around flexible working in line with business needs.
Grade:	Leadership
Grade Range:	L1 - L3
Accountable to:	Chief Education Officer
Accountable for:	N/A
Special Conditions of Service:	<ul style="list-style-type: none">• All posts require satisfactory pre-employment checks including enhanced DBS clearance prior to appointment.• From time to time you may be expected to work outside normal working hours to participate in duties that are otherwise not indicated in your job description. (Example): Supporting Open Evenings and other out of hours school events as and when required.• A full driving licence and access to a vehicle with business insurance is required.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

PURPOSE AND OBJECTIVES OF THE ROLE

Expert Teachers will:

- Consistently demonstrate excellence in teaching
- Have excellent subject knowledge, appropriate to the role and a thorough understanding of the curriculum and assessment arrangements for the appropriate key stage/year group.
- Act as role models for their colleagues.

The successful candidate will:

- Be accountable to the Trust Chief Education Officer and will receive support from the Headteacher and senior staff in the school in which they are deployed.
- Be deployed to work in any Trust School in line with strategic and operational needs.

Health/Safety/Welfare

Responsibility for the safety and welfare of self, colleagues and students in accordance with the Health and Safety Policies of Watergrove Trust, and current legislation.

Relationships (not exhaustive)

Headteacher

Senior Leadership Team

Colleagues

Teaching Staff

Associate Staff

Students

Parents

Visitors

Contractors

Governors /Trustees

Values and Behaviours

Our mission is to be ever **“Providing more”** to the communities we serve, to enable life in all its fullness. Our Trust is enabled by a mutual interdependency within which we will always:

- Coach
- Challenge
- Innovate

Watergrove Trust has high expectations of its pupils and staff and we expect our employees to be aware of, and apply these values and behaviours at all times.



Responsibilities

The postholder must:

1. Perform his/her duties in accordance with the Equal Opportunities Policy.
2. Ensure that the Trust's commitment to public service orientation and care of our customers is provided.
3. Be able to render regular and efficient service to undertake the duties of this post.

Principal Duties

Teaching and Learning

Expert Teachers must be skilled and experienced in:

- Planning, preparing and delivering lessons to pupils.
- Preparing resources so that scaffolds and adaptations are in place so that all children can access the learning (Pupils with SEND, EAL etc)
- Assessing the development, progress and attainment of pupils and reporting on these matters.
- Identifying key gaps that pupils have and ensuring teaching that closes these gaps.
- Modelling excellence in lesson adaptations, ensuring that any misconceptions are addressed in a timely manner.
- Effective marking and feedback in line with the school policy, to ensure that any errors or misconceptions are addressed.
- Mentoring and coaching others, including student teachers and those on the Early Careers framework (ECTs).
- Modelling outstanding teaching for all teachers at all stages of development

Core Aspects of the Role

- Promote the highest possible standards of attainment, achievement and progress.
- Ensure that rigorous catch-up programmes and tracking systems are in place to promote outstanding progress.
- Be clear on articulating the progress and impact of any catch up programmes.
- Have high expectations and lead by example.
- Regularly communicate with the senior leaders on risks associated with all aspects of the phase/key stage in which the Expert Teacher is deployed.
- Ensure that pupils progress well through the taught curriculum and remember what they have learned.

Modelling Excellence in Learning and Teaching

- Model excellent behaviour management and pupil-teacher relationships.
- Coach staff so that HQT is embedded and poor methods and practices are eradicated quickly.
- Facilitate lesson study as a means to improve teaching and learning.



- Ensure that good and effective practice is shared quickly and adopted across the school/phase.
- Model and promote the best and most effective learning environments which reflect high expectations and support learning.
- Have very good subject knowledge appropriate to the role and an excellent understanding of the curriculum and assessment arrangements for the appropriate key stage/year group. Be able to pre-empt and plan for misconceptions.
- Identify key issues in the appropriate key stage/year group in their school and work with the school leaders on developing systems to improve identified needs.

Accountability for Safeguarding and IT

- The safeguarding of pupils, their mental health and well-being and their social/emotional development is the responsibility of all staff.
- Expert Teachers will model appropriate and supportive relationships with pupils at all times and model effective safeguarding practices and knowledge.
- All staff are expected to use IT in their work, be proficient in its use and ensure that it is used in a large proportion of lesson preparations and delivery.
- To adhere to the Academy Trust rules and regulations relating to the use of IT, e-mail and intranet/internet access.

Secondary Duties

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust
2. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
3. Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns as appropriate
4. To support and participate in team working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder.
5. To act as a team member and undertake general office duties as and when required to support the overall service delivery to the academies, students and families. Be a positive, collaborative team member.
6. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may



be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).

7. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
 - a. Take reasonable care of the health and safety of self, other persons and resources whilst at work.
 - b. Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g. operate safe working practices including both mental and physical wellbeing.
 - c. It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.

8. To attend and participate in meetings as required.

Watergrove Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Job Description Prepared by: _____ Date: _____

Postholder Signature: _____ Date: _____

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year as part of the performance management cycle and may be subject to modification or amendment at any time after consultation with the post holder.



Watergrove Trust Person Specification

Organisation :	Watergrove Trust	Post:	Expert Teacher
Section :	Leadership	Grade:	L1 - L3

Note to Applicants:

Essential Criteria (E) are the qualifications, experience, skills or knowledge that you **MUST SHOW YOU HAVE** to be considered for the job.

There are a range of methods by which this information can be obtained. The '*How Identified*' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you **MUST** include details relating to this aspect in your **Application Form**. You must include examples from either paid or voluntary work. Do not leave gaps in employment.

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects staff to share this commitment.

Criteria	Essential (E) or Desirable (D)	How Identified: AF Application Form I Interview A Assessment
Qualifications		
Qualified Teacher Status and demonstrated suitability for working with children	E	AF
B.A.Hons	E	AF
Skills and Experience		
Substantial experience as an effective teacher (at least 5 years) in a school or a MAT	E	AF,I
Proven experience of effective collaborative working	E	AF, I
Experience of preparing and leading training sessions.	E	AF, I
Experience in a range of schools and phases	D	AF,I
Evidence of professional development relevant to the role	E	AF, I
Excellent knowledge of the National Curriculum across all key stages.	E	AF, I
Excellent understanding of the assessment processes and how to use these to support planning and raise achievement	E	AF,I



Excellent knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged.	E	AF, I
Experience of coaching other staff so that their classroom practice develops.	E	AF
Knowledge and Ability		
Excellent understanding of what constitutes effective teaching for learning.	E	AF,I
Excellent knowledge and understanding of strategies for promoting good relationships with students and effective behaviour management techniques.	E	AF, I
Excellent knowledge of a wide range of software for use with interactive technologies and the application of these to engage and interest students.	D	AF, I
Excellent knowledge and understanding of how basic skills are developed in students and how they can be applied across the curriculum.	E	AF,I
Experience of working with other teachers and support professionals to extend their understanding of educational issues.	E	AF, I
Understanding of the importance of safeguarding/child protection when working in a school setting	E	AF, I
Understanding the particular safeguarding needs KS1 / KS2 (as appropriate for the chosen post)	E	I
A strong commitment to raising educational attainment for children and young people including working with pupils directly and supporting other staff to do so.	E	AF, I
Experience of robust self evaluation and development planning linked to this.	E	AF,I
Excellent communication skills orally and written, including confident presentation to groups of adult learners.	E	AF, I
A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments.	E	AF, I
Influencing and negotiation skills - to influence school strategy and policy, secure sufficient internal resources, and secure the necessary support from external agencies	E	I
Interpersonal skills - for building relationships with parents, teachers, and external professionals	E	I
Organisation and time-management skills - needed for prioritising and balancing a busy and varied workload	E	AF, I



Special Working Conditions		
Driving License with Business Insurance	E	AF
Ability to respond to needs across a range of academies in the Trust.	E	I

