**Djanogly Learning Trust**

**Job Description – Teacher**

**Djanogly Learning Trust Vision**

We believe that every child has the right to an education that gives them the best opportunity to succeed and prosper. We know that this takes great people, hard work and attention to detail. This is a considerable responsibility and we take it very seriously. Everyone within our trust is fully committed to learning. Our ethos is to be innovative in order to improve, to develop resilience in order to face challenges, and to strive for excellence in everything we do.

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| **Job title** | Teacher |
| **Hours and weeks** | 37 hours per week : Full time |

**Djanogly Values**

Employees who demonstrate a commitment to our core values of Excellence, Resilience and Innovation will:

* Embody the belief that every child has the right to an excellent education and constantly strive to give every child the best opportunity to succeed and prosper through their contribution to the Trust
* Recognise and demonstrate the importance of working hard, showing resilience and paying close attention to detail to ensure every child achieves their best.
* Strive for excellence by demonstrating a commitment to innovation, engaging in CPD and constantly striving to improve provision and outcomes for students.

**Djanogly Behaviours**

Employees will demonstrate their professionalism and promote a positive culture by:

* Behaving in a professional manner at all times
* Developing professional working relationships with all colleagues and stakeholders, showing understanding and mutual respect in all aspects of their role
* Taking personal responsibility by paying attention to the small things to intercept issues before they become a larger problem
* Resolving any issues in a professional, calm manner, seeking support where necessary and always demonstrating kindness and respect for others
* Starting and ending the day with the same emotional constancy with every interaction.

**Job Purpose:**

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| Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students. [*DfE Teacher Standards 2012*](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers__Standards.pdf) |

**Job Responsibilities:**

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| PART ONE: TEACHING  **A teacher must:**   1. Set high expectations which inspire, motivate and challenge students  * establish a safe and stimulating environment for students, rooted in mutual respect * set goals that stretch and challenge students of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of students.  1. Promote good progress and outcomes by students  * be accountable for student’s attainment, progress and outcomes * be aware of student’s capabilities and their prior knowledge, and plan teaching to build on these * guide students to reflect on the progress they have made and their emerging needs * demonstrate knowledge and understanding of how students learn and how this impacts on teaching * encourage students to take a responsible and conscientious attitude to their own work and study.  1. Demonstrate good subject and curriculum knowledge  * have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain student’s interest in the subject, and address misunderstandings * demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship * demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English across the whole curriculum * when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics * when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.  1. Plan and teach well-structured lessons  * impart knowledge and develop understanding through effective use of lesson time * promote a love of learning and children’s intellectual curiosity * set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired * reflect systematically on the effectiveness of lessons and approaches to teaching * contribute to the design and provision of an engaging curriculum within the relevant subject area(s).  1. Adapt teaching to respond to the strengths and needs of all students  * know when and how to differentiate appropriately, using approaches which enable students to be taught effectively * have a secure understanding of how a range of factors can inhibit student’s ability to learn, and how best to overcome these * demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support student’s education at different stages of development * have a clear understanding of the needs of all students, 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.  1. Make accurate and productive use of assessment  * know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements * make use of formative and summative assessment to secure student’s progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.  1. Manage behaviour effectively to ensure a good and safe learning environment  * 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 academy’s behaviour policy * have high expectations of behaviour, 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 student’s needs in order to involve and motivate them * maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.  1. Fulfil wider professional responsibilities  * make a positive contribution to the wider life and ethos of the academy * develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support * deploy support staff effectively * take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues * communicate effectively with parents with regard to student’s achievements and well-being.   PART TWO: PERSONAL & PROFESSIONAL CONDUCT  A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.   1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the academy, by:  * treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position * having regard for the need to safeguard student’s well-being, in accordance with statutory provisions * showing tolerance of and respect for the rights of others * not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs * ensuring that personal beliefs are not expressed in ways which exploit students vulnerability or might lead them to break the law.  1. Teachers must have proper and professional regard for the ethos, policies and practices of the academy and maintain high standards in their own attendance and punctuality. 2. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |

**Djanogly Learning Trust General Requirements:**

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| **Policies and procedures**  You will comply with all policies and procedures at all times which include:   * ensuring the safeguarding of young people by adherence to the child protection and safeguarding policies. * ensuring all equality, diversity and health and safety requirements are upheld in the performance of your duties. * ensuring you comply with the Trust’s Staff Behaviour policy, including outside of work where applicable.   **Professional Development**  You are required to undertake professional development as part of your job description. This includes contributing to regular ‘check–ins’ and Journey to Excellence reviews with your Journey to Excellence reviewer, proactively seeking professional development to improve your performance.  This job description is not a complete description of the role, as you are required to undertake any other reasonable duties as directed by the academy leader and the leadership team. |

**Djanogly Learning Trust**

**Person Specification**

In order to be considered for interview all essential criteria must be met.

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| **JOB TITLE** | Teacher |

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| **Requirements** | **Essential** | **Desirable** | **Short listing criteria** |
| **Qualifications** | | | |
| Qualified Teacher Status - Degree or equivalent. | X |  | X |
| Good Honours degree (First or Second Class). | X |  | X |
| Higher professional qualification. |  | X |  |
| **Experience** | | | |
| Relevant teaching experience or teaching practice in the subject. | X |  | X |
| Experience of working directly with children who have additional needs | X |  | X |
| Experience of teaching a wide range of abilities. | X |  | X |
| This role would be suitable for an NQT or an experienced teacher. | X |  | X |
| Experience of pastoral/tutor role. |  | X |  |
| SEND specific training |  | X |  |
| **Skills** | | | |
| Excellent teaching skills, including effective communication skills, ability to motivate students and the capacity to create good learning environments. | X |  |  |
| A clear understanding of the characteristics of high quality teaching and learning and achievement for all scholars. | X |  |  |
| Knowledge of current issues and recent developments in the curriculum area. | X |  |  |
| Capacity to use ICT as integral part of teaching. | X |  |  |
| Knowledge and understanding of the value added agenda, including levels of progress. | X |  |  |
| Ability to lead initiatives, support the process of change and work effectively in a team. | X |  |  |
| Secure commitment to a clear aim and direction for the subject. | X |  |  |
| Understanding of equal opportunities issues and their application to work. | X |  |  |
| Understanding of particular needs of scholars with SEN. |  | X |  |
| Awareness of factors affecting language and learning across the curriculum. |  | X |  |
| Knowledge/involvement/experience of working with scholars with a range of additional needs. |  | X |  |
| **Personal Qualities – Other** | | | |
| Enthusiasm for the subject. | X |  |  |
| Ability to use own initiative. | X |  |  |
| A commitment to the vision of the school. | X |  |  |
| A commitment to inclusive education. | X |  |  |
| Ability to form good working relationships with scholars and staff. | X |  |  |
| High standards and expectations | X |  |  |
| Ability to use pupil assessment data to raise achievement. | X |  |  |
| Outstanding communication skills. | X |  |  |
| Reliability and integrity. | X |  |  |
| A commitment to safeguarding and promoting of welfare of children issues. | X |  |  |
| A willingness to contribute top extra-curricular activities. |  | X |  |
| A vision for the development of the department. |  | X |  |
| A commitment to personal and professional development. |  | X |  |
| **Personal Qualities** | | | |
| Belief in the values and behaviours of DLT | X |  |  |
| Evidence of continuing professional development | X |  | X |
| Commitment to equal opportunities and diversity in the performance of duties | X |  |  |