



Star

## STAR ACADEMIES

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

### JOB DESCRIPTION

<b>Job Title:</b>	Specialist Teacher within the ISIC Provision		
<b>Base:</b>	Laisterdyke Leadership Academy		
<b>Reports to:</b>	Director of SEND and ISIC	<b>Grade:</b>	MPS
<b>Staff Responsibility for:</b>	As assigned	<b>Term:</b>	Permanent
<b>Additional:</b>	-		Full Time

### JOB PURPOSE SUMMARY:

To contribute to the development of a strong, effective academy with an emphasis on promoting a culture of educational excellence, within a caring and secure environment enriched with the values of discipline, mutual care and respect which extends beyond the academy into the wider community.

### KEY RESPONSIBILITIES AND ACCOUNTABILITIES

#### 1. Strategic direction and development of the academy

- 1.1 Provide inspiring and purposeful leadership for the students within a caring and secure Islamic environment.
- 1.2 Work in partnership with the Principal, Senior Leadership Team, Local Governing Body, Trust, staff, students and parents in generating the ethos and values which underpin the academy enriched by mutual care and respect extending into the local community.
- 1.3 Work within the overall aims and objectives of the academy.
- 1.4 Promote and deliver the priorities and policies of the academy by contributing to Academy Improvement and Development Planning, by consistently and persistently implementing agreed policies and initiatives and adhering to the academy's ethos within and beyond the academy.
- 1.5 Liaise as required with a range of educational partners, internal and external, to underpin the raising of student attainment.
- 1.6 Support the academy's home and community liaison work through the appropriate participation in events.

#### 2. Learning and Teaching

- 2.1 To plan and deliver targeted interventions in line with those outlined on pupils' school-based support plans and EHCPs.
  - a. To oversee Social, Emotional and Mental Health provision within the ISIC, assessing pupils as needed so that progress can be tracked.
  - b. Work with the Director of SEND & ISIC to plan and provide training and support for support staff when dealing with the Social, Emotional and Mental Health needs of identified pupils.

- c. Taking responsibility for identified students in helping them achieve their targets.
- d. Liaise with teachers and other support assistants about the needs and progress of children receiving support.
- e. To support the Director of SEND & ISIC with relevant SEND paperwork completion in relation to ISIC pupils.
- f. To contribute effectively in the selection and preparation of teaching resources to meet the diversity of pupils' needs and interests.
- g. In consultation with the Director of SEND & ISIC, implementing individual action plans for identified students.
- h. Developing relationships with students (1:1 and small group teaching) in order to monitor progress towards agreed goals.
- i. Developing a knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide additional support for students.
- j. Maintaining contact with parents and carers to establish positive working relationships with the Academy.
- k. Using performance data and tracking in identifying and achieving targets.
- l. Working in a variety of ways to support, motivate and challenge students to raise levels of achievement. These may include: devising and implementing interventions for identified pupils, providing support in class, developing students' skills, implementing Action Plans.
- m. Taking responsibility for personal professional development, including seeking opportunities to extend own knowledge and understanding.
- n. Carrying out any other duties as requested by the Director of SEND & ISIC

## 2.2 Set high expectations which inspire, motivate and challenge pupils

- a. Establish a safe and stimulating environment for pupils, rooted in mutual respect
- b. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- c. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

## 2.3 Promote good progress and outcomes by pupils

- a. Be accountable for pupils' attainment, progress and outcomes
- b. Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- c. Guide pupils to reflect on progress they have made and their emerging needs
- d. Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- e. Encourage pupils to take a responsible and conscientious attitude to their own work and study

## 2.4 Demonstrate good subject and curriculum knowledge

- a. Have a secure knowledge of the relevant subjects(s) and curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings
- b. Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- c. Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- d. If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- e. If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

#### 2.5 Plan and teach well-structured lessons

- a. Impart knowledge and develop understanding through effective use of lesson time
- b. Promote a love of learning and children's intellectual curiosity
- c. Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- d. Reflect systematically on the effectiveness of lessons and approaches to teaching
- e. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

#### 2.6 Adapt teaching to respond to the strengths and needs of all pupils

- a. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- b. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- c. Demonstrate an awareness of the physical, social and intellectual development of children, and how to adapt teaching to support pupils' education at different stages of development
- d. Have a clear understanding of the needs of all pupils, including those with special educational needs; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

#### 2.7 Make accurate and productive use of assessment

- a. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- b. Make use of formative and summative assessment to secure pupils' progress
- c. Use relevant data to monitor progress, set targets and plan subsequent lessons
- d. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

#### 2.8 Manage behaviour effectively to ensure a good and safe learning environment

- a. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the academy, in accordance with the ISIC / academy behaviour policy
- b. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- c. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- d. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

### 3. Relationships with others

- 3.1 Participate in the Performance Management Cycle and INSETs.
- 3.2 Participate in the induction of new staff into the academy community.
- 3.3 Maintain good working relationships with colleagues, students, parents/carers, governors, the community and Trust and ensure all communication is consistent with the academy's ethos.

#### **4. Accountability**

- 4.1. Make best use of all resources to support the attainment of students.
- 4.2. Ensure that parents/carers and students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.
- 4.3. Carry out any such duties as may be reasonably required by the Principal.

#### **5. Other responsibilities**

- 5.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 5.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 5.3 Contribute to the wider life of the Trust and the Star community.
- 5.4 Carry out any such duties as may be reasonably required by the Trust.

#### **6. Records management**

- 6.1. All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.*



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### PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	A degree qualification (2ii or above) or relevant qualification.	E	✓	
2.	Qualified Teacher Status or working towards qualification.	E	✓	
3.	Evidence of Continuous Professional Development.	E	✓	✓
EXPERIENCE				
4.	Track record of delivering ‘outstanding’ teaching.	E	✓	✓
5.	Successful delivery of sustained outstanding attainment and achievement.	E	✓	✓
6.	Innovation and creativity to engage, enthuse and progress learners.	E	✓	✓
7.	Partnership and team working.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
8.	Ability to teach to GCSE standard.	E	✓	✓
9.	Ability to teach to A Level standard.	D	✓	✓
10.	Ability to deliver effective and outstanding learning and teaching in the classroom.	E	✓	✓
11.	Ability to deliver the highest standards of classroom and behaviour management.	E	✓	✓
12.	Knowledge of curricula, specifications and assessment criteria in main subject area.	E	✓	✓
13.	Ability to prioritise conflicting demands.	E	✓	✓
14.	Ability to set clearly articulated targets, to track progress and adopt strategies towards achieving them.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
15.	Ability to use ICT and technology in the classroom to deliver engaging lessons and monitor student progress effectively.	E	✓	✓
16.	Ability to communicate effectively, articulately and sensitively with a range of groups and individuals.	E	✓	✓
17.	Ability to provide pastoral support to young people in a form group setting.	E	✓	✓
<b>PERSONAL QUALITIES</b>				
18.	Commitment to delivering after-school and pre-exam sessions as required as well as enrichment opportunities for learners.	E	✓	✓
19.	Highly organised, literate and articulate.	E	✓	✓
20.	A passionate belief in the academy's mission statement.	E	✓	✓
21.	A strong belief in the value of education in developing citizens.	E	✓	✓
22.	Highest levels of professional and personal integrity.	E	✓	✓
23.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
24.	Personal resilience, persistence and perseverance.	E	✓	✓
25.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓
26.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
27.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
28.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
29.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
30.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
31.	Commitment to support Star Academies' agenda for safeguarding and equality and diversity.	E	✓	✓
32.	Sympathetic to and supportive of the Mixed Multi-Academy Trust Model and ethos of the Establishment.	E	✓	✓