



Key Stage 1 Teacher

JOB DESCRIPTION

The class teacher role is directly accountable to the Principal with line management and mentoring from experienced and qualified staff within the academy in accordance with career stage.

Under the general supervision and guidance of the Principal, teachers are responsible for preparing lesson plans and educating students. Teachers will plan in teams supported by the senior leadership team and subject leaders to deliver an applied curriculum that reaches all students with engaging, purposeful learning experiences. Teachers are responsible for creating and maintaining a learning environment that guides and encourages students to develop and fulfil their academic potential and accomplish the learning goals of the academy.

Salary: Teacher Pay Scale

Terms and conditions of employment:

The job description should be read in conjunction with the contract of employment that shall set out the key terms and conditions of appointment.

Job purpose:

To support the raising standards of student attainment and achievement and to monitor and support student progress.

In doing so the postholder will:

- Carry forward the Aspirations Trust and Livingstone Academy vision and values.
- Support the continuous and consistent Aspirations trust-wide focus on raising achievement and improving student outcomes.
- Deliver high quality teaching and learning and support the culture of excellence, challenge and inclusion.
- Set high standards of professionalism, ensuring that the classroom is well planned, tidy and provides a bright and stimulating environment in which children can learn.

Duties and responsibilities:

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the line manager.

Key duties :

- Be clear about teaching objectives and learning outcomes in lessons, understand the sequence of teaching and learning and communicate this to pupils.
- Manage the classroom in such a way so as to provide a variety of teaching and learning styles as appropriate.
- Scaffold learning to suit the needs of all learners;

- Establish a rapport with pupils to develop their social and academic potential, nurturing children and communicating effectively with their families.
- Set expectations and targets for pupils that are realistic yet aspirational and challenging and bring about improvement in pupil performance.
- Where appropriate, develop effective links with the local community, including business and industry, so as to extend both the curriculum and pupils' wider understanding.
- Promote the academy vision and develop the values of Self Worth, Engagement and Purpose.
- Ensure curriculum coverage, continuity and progression for all pupils, from the most able through to those with special educational needs.
- Use evidence-based approaches adopted by the academy to drive progress for all.
- Revisit and revise knowledge in all curriculum areas to ensure all pupils 'know more, remember more'.
- Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.

Assessment

- Consistently and effectively use information about children's prior attainment and skills to focus on the next steps in their learning.
- Assess, record and report on the development, progress and attainment of pupils using agreed assessment for learning and summative strategies.
- Respond to pupils' work in accordance with the school assessment and feedback policy.
- Monitor home learning of pupils.

Curriculum:

- Plan and review the year group curriculum on a regular basis with the year team and subject planning teams and be an active part of curriculum development.
- Lead a subject across the academy in line with the career stage (not as an ECT or Teacher Apprentice) and manage a budget to facilitate resourcing this.
- To keep up-to-date with national developments in the subject area and teaching practice and methodology

Behaviour and Engagement:

- Maintain discipline and acceptable standards of conduct and appearance of pupils
- Mark the class register, ensuring absences and lateness are accounted for and taking appropriate action where they are not
- Be fair and consistent with rewards and sanctions, following the academy behaviour and engagement policy
- Implement a happy, safe, purposeful and engaging learning environment.

Organisation/Other contributions:

- Deal with all administrative, organisational and supervisory tasks as necessary for the role.
- Participate, as directed, in meetings with colleagues and parents in respect of the duties of the post.

- Contribute to academy policies and learning strategies as directed.
- Be an active participant in the whole life of the academy.
- Adhere to the academy dress code and code of conduct.
- To undertake any other duty as specified by the School Teachers' Pay and Conditions Body (STPCB) and (at the reasonable request of) the Principal not mentioned in the above in line with your role.
- Have a high level of attendance and punctuality.
- Have high levels of professionalism and adherence to confidentiality.

Continued Professional Development:

- Attend staff meetings, INSET and other training events as directed by Livingstone Academy or Aspirations.
- Participate, as directed, in in-service training in order to keep abreast of trends and developments in education, especially those relevant to the duties and responsibilities of the post.
- All staff are expected to participate in the academy appraisal system (Growth Conversation) and will be offered high quality CPD to support their role.

Safeguarding /Health and Safety:

- Know and understand the health and safety requirements, including where to obtain expert advice, and ensure there is a safe working environment in which risks are properly assessed and risk assessments are completed.
- Undertake safeguarding training as directed as part of the role.

Special Conditions of Service

- Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.
- As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

General:

- Attend training sessions and meetings as required.
- Work in accordance with data protection regulations.
- Uphold the Trust's policy in respect of child protection and safeguarding matters

Equal Opportunity

- The post holder will be expected to carry out all duties in the context of and in compliance with the academy's equal opportunities policies.
- This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve

Person Specification:

Assessed at application stage (A) Assessed at interview/task stage (R)

Criteria	Essential	Desirable
Knowledge and Qualifications		
Qualified Teacher Status	A	
Degree or equivalent	A	
Evidence of relevant CPD	A	
Professional Experience		
Successful teaching experience in EYFS/KS1	A,R	
Evidence of teamwork and supporting colleagues effectively	A,R	
Ability to use IT and other new technologies to raise standards and motivate learners	A,R	
Experience of successful organization and administration	A,R	
Track record of leading and raising of achievement and attainment	A,R	
Experience of coaching within a team	A,R	
Being a reflective practitioner	A,R	
Teaching and Learning		
Good understanding of how children learn and how to raise standards of achievement	A,R	
Ability to communicate effectively with different audiences, orally and in writing	A,R	
Ability to use recent developments to inform own and others practice	A,R	
Ability to interpret and act on a wide range of key data	A,R	
Ability to relate to children and understand the importance of social-emotional learning.	A,R	
Proficient knowledge of progressive teaching strategies and methods	A,R	
Ability to manage the time of self and others efficiently and effectively	A,R	
Ability to work with professionalism, discretion, sound judgement, equity, honesty and personal accountability	A,R	
Critical thinking skills and the ability to find solutions.	A,R	

Leadership Skills		
High expectations for accountability and consistency	A,R	
Genuine passion and a belief in the potential of every student	A,R	
Effective leadership which includes the empowerment of others.	A,R	
Personal Skills and Qualities		
A passion for education and making a difference	A,R	
Outstanding interpersonal skills and the ability to relate well to a wide range of people	A,R	
A high degree of emotional intelligence and the ability to apply this in day to day practice with young people and their families.	A,R	
Ability to prioritise to meet deadlines and manage a fluctuating workload	A,R	
Knowledge		
Knowledge of child protection and safeguarding	R	
Knowledge of the potential barriers to learning	R	