



Job Title:	TEACHER (TMS/UPS)
Location:	Any Lighthouse Schools Partnership location
Salary Range:	MPS/UPS
Reports To:	Headteacher

Job Purpose

Teachers make the education of their pupils 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 pupils.

Main Responsibilities and Duties

The Teacher will:

1. Set high expectations which inspire, motivate and challenge pupils
 - establish a safe and stimulating environment for pupils, rooted in mutual respect;
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils
 - be accountable for pupils' attainment, progress and outcomes;
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these;
 - guide pupils to reflect on the progress they have made and their emerging needs;
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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, whatever the teacher's specialist subject;

- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. 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 pupils 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).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, 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.

6. 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 pupils' progress;
- use relevant data to monitor progress, set targets, and plan subsequent lessons;
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. 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 school'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 pupils' needs in order to involve and motivate them;
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school;
- 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 pupils' achievements and wellbeing.

9. Trust Related Responsibilities

- formative and summative assessment (Insight the Trust Assessment Tracker) into weekly and termly curriculum planning to ensure coverage of the NC programmes of study;
- report to parents on the personal development, progress and attainment of pupils;
- take part in and contribute to meetings that relate to teaching/curriculum; cooperate with and, where appropriate, advise the Headteacher and other colleagues, on the development and management of a number of subjects (applicable to any teacher who is not an NQT);
- communicate and co-operate with specialists from outside agencies;
- participate in the Trust appraisal process through:
 - the appraisal of their own performance
 - undertaking ongoing CPD linked to appraisal
 - supporting CPD of other staff (where applicable)
- Undertake other duties as delegated by the Headteacher to contribute to whole-school provision as a member of the whole-school team.

Supervision and Management

Headteacher and the Senior Leadership of the school

Problem Solving and Creativity

The class teacher:

- will be able to problem solve and by doing so demonstrate they are able to address a challenge or problem in a creative manner as it may be the solution is not obvious.

Key Contacts and Relationships
School, staff, parents, governors, officers from the Trust Local Community Lighthouse Schools Partnership
Decision Making
Post-threshold expectations: <ul style="list-style-type: none"> • provide a role-model for teaching and learning and mentor others on a regular basis • make a substantial and sustained contribution (specifically agreed Trust through appraisal system) to the raising of pupil standards and contribute effectively to the work of the wider school team. <p style="text-align: right;">(See UPS standards)</p>
Resources
Laptop
Working Environment
School classrooms and offices.
Special Notes or Conditions
<p>This job description should be read in conjunction with current duties as set out in the most recent School Teachers Pay and Conditions Document as well as the Teachers' Standards.</p> <p>Teachers with additional responsibility should also refer to additional relevant job description.</p> <p>NOTE: This job description is not intended to be an exhaustive list of duties and may be amended in the light of developing school needs, in consultation with the post- holder.</p>

Name	
Signature	
Date	

PERSON SPECIFICATION

Job Title:	Class Teacher
Location:	Any Lighthouse Schools Partnership location

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	<ul style="list-style-type: none"> • Qualified Teacher Status. • Successful recent teaching in Primary Schools. • Experience of teaching in Foundation Stage/KS1 and relevant assessment practices and desire to gain experience in teaching across the full Primary range. • Experience of analysing data to improve practice. • Experience of using effective techniques and strategies to ensure an outstanding learning environment where learning is well organised and calm. • Experience of meeting the needs of a wide range of learners (SEN, vulnerable learners, those at greater depth and G&T). • Experience of effective team working and commitment to planning co-operatively in a team situation 	<ul style="list-style-type: none"> • Evidence of commitment to further professional development. • Teaching experience across primary range. • Experience of leading a subject or initiative in school.
Skills and Abilities	<ul style="list-style-type: none"> • Extensive knowledge of best practice. • Good understanding on how to teach high-quality phonics, grammar and spelling. • Has a thorough understanding of young pupil's needs, and how they learn. • Understanding of how to plan a broad and balanced curriculum which engages pupils in learning. • Commitment to parents as co-educators. 	<ul style="list-style-type: none"> • Evidence to contributing to wider school life e.g. extracurricular groups.



LIGHTHOUSE
SCHOOLS PARTNERSHIP

Work-related Personal Requirements	<ul style="list-style-type: none">• Well-organised, professional and innovative.• To be loyal and committed to the school.• To be able to work positively with pupils and parents.• A reflective practitioner who wants to grow and improve.• A team player.• A flexible teacher who wants to gain experience across the Primary age range.• Able to work under pressure and meet deadlines.• Have a sense of humour and be positive.• Have an awareness of the needs of others.• Able to manage an appropriate work-life balance.• Passionate about wanting to make a difference to our pupils.• Has a desire to further their own learning.• Have an approachable and friendly manner.	<ul style="list-style-type: none">• To have varied interests outside school and education.
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