



Bath & Wells Multi Academy Trust	
Job Title:	Class Teacher Upper Pay Scale
Location:	St John the Evangelist Church School
Salary Range:	UPS 1 to 3
Reports To:	Headteacher
Full/Part time:	Full Time

The Aim of The Bath & Wells Multi Academy Trust:

To ensure that every school within the Trust provides an outstanding education for every child, rooted in its distinctively Christian ethos.

Bath & Wells Multi Academy Trust Mission Statement: John 10:10 'That they may have life, life in all its fullness'

The Bath & Wells Multi Academy Trust's mission is to provide an education which is life enhancing for every child. We promise an experience which is lovingly inclusive to all pupils.

Job Purpose

The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the School Teachers' Pay and Conditions document and within the range of Teachers' Standards set out in that document.

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance and Appraisal Review to carry out professional duties and to have responsibility for an assigned class.

To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities.

To promote the aims and objectives of the school and maintain its philosophy of education.

Main Duties and Responsibilities

Planning

- Plan for progression across Year 5 and 6, designing effective learning sequences within lessons informed by secure subject/curriculum knowledge.
- Be flexible, creative and adept at designing and altering learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
- Design opportunities for learners to develop their ICT and thinking and learning skills appropriate within your phase and context.
- Plan, set and assess homework and, where appropriate, other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning.



Teaching

- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range you teach in which you:
 - (a) Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - (b) Build on the prior knowledge and attainment of those you teach in order that learners meet learning objectives and make sustained progress.
 - (c) Develop concepts and processes that enable learners to apply new knowledge, understanding and skills.
 - (d) Adapt your language to suit the learners you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
 - (e) Manage the learning of individuals, groups and whole classes effectively, modifying your teaching appropriately to suit the stage of the lesson and the needs of the learners.
 - (f) Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- Lead learners to achieve well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Assessing, Monitoring and Giving Feedback

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of own teaching, to monitor the progress of those you teach and to raise levels of attainment.
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks for their subjects/curriculum areas and other relevant initiatives across the age and ability range you teach.

Reviewing Teaching and Learning

- Review the effectiveness of your teaching and its impact on learners' progress, attainment and well-being, refining your approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning Environment

- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children



and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.

- Make use of the local arrangements concerning the safeguarding of children and young people.
- Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- Support and implement health and safety requirements, reporting defects and concerns to the designated school lead.
- Complete the action risk assessments for all potentially hazardous on/off site activities and inform employer of any "Near-Misses.
- Be familiar with any emergency action plans for fire, first aid, bomb security and off-site issues.
- Raise health and safety issues with pupils.

Team Working and Collaboration

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil.
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- Work as part of the school's SLT (Senior Leadership Team) to drive improvement and change and to ensure the school is delivering the best possible provision.

Frameworks

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which you work, and contribute to the development, implementation and evaluation of the policies and practice of your workplace, including those designed to promote equality of opportunity.
- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

Communicating and working with others

- Communicate effectively with children, colleagues, parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

Personal Professional Development



- Evaluate your performance and be committed to improving your practice through appropriate professional development.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt your practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.

Achievement and Diversity

- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalized provision for those you teach, including those for whom English is an additional language or who have special educational needs of disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Health and Wellbeing

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes of difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Supervision and Management

- Be responsible for the base leadership in the Year 5/6 base, setting the best example for colleagues and leading by demonstrating best practice in your own teaching and classroom.
- Drive improvement and maintain high standards within the base, taking responsibility for overseeing planning, assessment and curriculum development for Year 5/6, working closely with base colleagues and other staff across the school.
- Attend regular SLT (Senior Leadership Meetings) to contribute to the effective running of the school, to support its drive towards excellence and to ensure the school continues to flourish and improve.
- Take responsibility for the line management of base colleagues.
- Take responsibility for some aspects of appraisal within the school.
- Lead and manage a subject/an aspect of school development (to be decided).



Problem Solving, Creativity and Decision Making

- The ability to make professional decisions in the context of the Teachers' Standards.
- The ability to make decisions in line with both school and BWMAT policies.
- To support pupils, parents and carers with effective communication in response to situations occurring in a classroom/playground setting.

Key Contacts and Relationships

- Headteacher
- School's Senior Leadership Team
- Class teachers in Year 5/6
- Teaching Assistants
- Volunteer helpers
- Governors
- Pupils
- Parents

Working Environment

The majority of the work will take place in the school environment. There will also be some work undertaken off of the school site, including educational visits.



PERSON SPECIFICATION

Job Title:	UPS Teacher
Location:	St John the Evangelist Church School, Clevedon

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience	<ul style="list-style-type: none"> • Qualified Teacher Status and highly effective teaching experience which is fully supported by the references obtained. • A degree or equivalent qualification. • Evidence of in-service professional development. 	
Knowledge	<ul style="list-style-type: none"> • Extensive up to date knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies effectively to allow all learners to achieve their potential and make sustained progress. • A thorough understanding of the national curriculum, and how this supports progression in learning in English and Mathematics, as well as a broad and balanced curriculum. • Extensive knowledge and understanding of assessment strategies and procedures, with evidence of having achieved successful pupil progress and attainment. • Knowledge and understanding of the potential of computer technology to enhance the curriculum and to inspire pupils. • Knowledge and understanding of the statutory requirements of legislation concerning Equal Opportunities, Health and Safety and SEN. • Knowledge of the legal requirements, national policy and guidance on the safeguarding of children. • Know how to use local and national statistics to evaluate the effectiveness of teaching. • Depth of knowledge and experience to be able to give advice on the development and well-being of children and young people. 	<ul style="list-style-type: none"> • A more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them. • Knowledge and experience of teaching in upper key stage 2 and a good understanding of end of KS2 statutory assessments. • Knowledge and experience of effective transition strategies for transition from KS2 to KS3.
	<ul style="list-style-type: none"> • Practice that demonstrates a range of highly effective Assessment for Learning skills. 	<ul style="list-style-type: none"> • Experience of leading a subject or aspect of school



Skills and Abilities	<ul style="list-style-type: none">• In response to effective Assessment into Learning skills, the ability to prepare, plan and teach highly effective lessons.• High standard of English, as demonstrated in letter of application.• High standard of mathematics.• Good organisational skills.• A calm and consistent approach to behaviour management.• Excellent ICT skills.• An enthusiastic and positive attitude.• Ability to prioritize and manage time effectively.• Excellent interpersonal skills resulting in high levels of collaboration with colleagues, supporting the professional development of others.• Willingness to work throughout the school.• Willingness to lead worship.	<p>development (preferably Assessment/IT)</p> <ul style="list-style-type: none">• Experience of leading a year group or phase team.• Experience of being part of a school leadership team.
Work-related Personal Requirements	<ul style="list-style-type: none">• Commitment to high expectations and excellent educational standards.• Create a happy, challenging and effective learning environment.• Support of all BWMAT and school policies including a consistent approach to teaching across the school.• Demonstrate patience and flexibility.• Ability to use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.• To be fully supportive of the Core Christian values of our Trust and School.• Have high standards of behaviour in your professional role.	

I agree that I have read the job description which is a fair and accurate statement of the requirement of the position:

Job Holder: Date:

Line Manager: Date: