## Job Description

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| Job Title: | Lower School Teacher |
| Reference: | X00098 |
| Reports to: | Vice Principal Head of Lower School |
| Responsible for: | No line management |
| Salary range: | MPS |
| Contract: | Full time, term-time only, Teachers T&C |

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| Main purpose of the role: |  | |
| Main duties: | 1. To achieve a standard of teaching and learning that is evidenced by 80% observed lessons being good or outstanding. 2. To ensure safeguarding practices are paramount for all pupils. 3. To enhance and uphold the good reputation of the school, upholding the school’s Christian character. 4. To be a strong member of the Lower School Team that results in actions which provide first class teaching and learning opportunities for pupils and staff. 5. To work with the whole school community to raise overall achievement, specifically focusing on teaching and learning. 6. To support the school in the key measure of whole school agreed targets. 7. That the tracking of data enables teachers to identify for their classes at any given moment, which pupils are working above, on or below their target grades. 8. That action addresses under-achieving pupils and that the impact of these actions is making a significant difference in raising standards. 9. To work with your Year group colleague to provide an integrated coherent approach to teaching and learning. 10. To take assemblies as required. 11. Undertake any other duties, which from time to time may be required and be relevant and commensurate with the role, as deemed necessary by the Principal. | |
|  | **Teachers will have additional specific responsibility in their Teams for:**   * Designing a broad curriculum in the Lower School that meets the aims of the school and the needs of all pupils. * Making sure that innovative and appropriate approaches to learning are made available to pupils with specific learning needs, for example: those with a low skill base, and the very able. * Evaluating National and International initiatives to promote learning and incorporating appropriate elements into the Schools strategy for raising standards. * Working with other Mini Schools to agree schemes of work so that the content of the units are complementary and so provides pupils with a broader understanding of the subject and its links with other fields of study. * Ensuring that the statutory requirements of the National Curriculum are met. * Ensuring Community and enrichment aims are reflected in teaching and learning experiences, so that cross-curriculum dimensions work together within the curriculum to provide compelling learning experiences. * Evaluating the design and delivery of the curriculum for; continuously striving to improve all aspects. * Constantly monitoring and evaluating progress towards meeting pupil achievement and progress targets and reporting to the Senior Leadership Team and parents. * Regular use of appropriate ICT initiatives to influence and improve learning for pupils and adults. | |
|  | **Financial Management:**   * Making sure that ‘Best Value’ principles are applied to all appropriate purchasing decisions. * Evaluating use of financial resources to ensure that desired outcomes are met. * Advising the Head of Primary and Senior Leadership Team of potential additional funding for Year group and assist with the bidding process. | |
|  | **People Management:**   * Adopting a strong, caring and flexible style so as to influence and motivate staff and pupils to achieve their objectives and those of the school. * Reflect the Christian values that underpin the school’s foundation during the day-to-day. * Creating an environment of open-mindedness, fairness and harmony between groups and individuals. * Create an environment where there is drive, high expectations and ambition, to transform the learning experiences of the pupils. * Working proactively with Teachers, Learning Assistants, Curriculum School Leaders, Specialist Teachers and the Senior Leadership Team to create an open, valuable working relationship that thrives on using the knowledge and expertise of individuals and groups to produce optimal outcomes. * Supporting the Teams in case of absence. * In conjunction with all staff, organising activities/processes that encourage team development (including parents and partners). * Making sure that effective, caring policies concerning a broad range of pupil and staff welfare matters are implemented. * Providing overt support to staff to enable them to effectively implement the policies of the school. * Creating an environment where there is visible acknowledgement that everyone’s contribution is valued. | |
|  | **Developing and maintaining strong community links:**   * Supporting initiatives to outreach to the community. * Assisting the Senior Leadership Team to create and implement ways of actively involving parents in the learning process. * Networking with other schools in Ashford and beyond to share best practice. | |
|  | **Facilities management includes:**   * Ensuring that physical resources to deliver the curriculum are acquired and are maintained effectively thereafter. * Making sure that the school and classroom environment is used in the most effective way to meet the needs of all pupils and of the curriculum. * Promptly Informing Senior Leadership Team of any health and safety issues. | |
|  | **General Administration:**   * Ensuring that all administrative systems are based on the optimum use of information technology. * Providing appropriate, accurate and timely pupil data to enable continuous evaluation of progress. * Checking that information required by various internal and external bodies is produced within the given time scale and is of excellent quality. * Provide timely evidence for the performance management cycle. | |
|  | **Accountability and Key Performance Indicators:**   * Ongoing responsibility towards percentage of pupils gaining combined Reading, Writing and Mathematics. * Percentage of pupils meeting their class attainment targets as set with the Progress Leader. * Responsibility taken for personal professional development. | |
|  | **Essential** | **Desirable** |
| Qualification | * Hold a good honours degree or equivalent and a recognised teaching qualification (e.g. PGCE); * Evidence of Continuing Professional Development relevant to the role. |  |
| Experience | * Experience of supporting pupils of differing abilities and backgrounds. * A strong awareness of whole school and wider educational issues and current developments * A proven knowledge of the current national curriculum agenda and a strong understanding of the curriculum offering and personalised approaches to learning. * Have experience of implementing a variety of de-escalation strategies in challenging situations involving young people. |  |
| Skills | * The ability to provide appropriate levels of challenge so that pupils make good progress and achieve beyond their potential * Ability to secure high standards of behaviour by motivating, encouraging and engaging pupils * Ability to develop in pupils the skills to work independently and collaboratively * Demonstrable ability to build effective working relationships with a range of colleagues and stakeholders, including parents/carers, teachers and external professionals. * Demonstrable ability to communicate effectively in both oral and written form - for writing learning and support plans, reports on pupil/student progress, and training and guidance for staff. * Creative and innovative. * Excellent facilitation and presentation skills suitable up to and including senior managers. * Data and IT literate with good IT skills. * Excellent organisation and time-management skills - needed for prioritising and balancing a busy and varied workload. * Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents. * Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions. | |
| Qualities | * Able to confidently liaise with senior colleagues including in formal settings. * Confident in operating flexibly and pragmatically in the face of shifting expectations and pressures. * Personal and professional authority and resilience. * Able to credibly challenge established assumptions and ways of working and make a valuable contribution to influencing organisational culture. * Empathetic, tactful and diplomatic. * Solution focused, working collaboratively and collegially with colleagues and stakeholders. * Excellent inter-personal skills. * A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments. | |