

Role Profile: Primary Teacher Lead
Salary: L1 – L3 Spinal Points
Reporting to: Head of School/ Principal
Responsible for: Bideford Primary Site

Important Functional Relationships:

Internal - Staff within Wave Mat Academy; Staff within the Academy

External - Headteachers and other school-based staff; Pupils and their Parents/Carers; FE Colleges and other Outside Providers; Other outside agencies, both statutory and non-statutory; Professional, Administrative and Clerical staff within Children, Schools and Families; Staff within other Council departments. Local residents/ community

Our Values:

- **Teamwork**

We recognise that when we work together effectively we are stronger and more consistent.

- **Empathy**

Consider the consequences of my decisions, large and small on those around me.

- **Inclusivity**

Everybody is treated fairly and equally no one is marginalised or left behind.

- **Respect**

We will ensure that we have due regard for the feelings, wishes, or rights of others in every action we take.

- **Positive**

It is our intention to stay constructive, optimistic and confident both for and with our young people and their families.

We believe that the values that we embody in Wave MAT empower young people to succeed, these are the values we are looking for when we seek new staff.

Main Purpose of Job:

Being an active and proactive member of the Senior Leadership Team and leading our Primary Site in Bideford (facilitating de-briefs, primary timetabling and staffing, implementing strategic plans, supporting staff/students on-site, primary curriculum development)

To deliver outstanding lessons, leading to significant progression and attainment for all pupils. All teachers are expected to be aware of and maintain professional standards for qualified teachers as set out by the TDA.

Deliver role specific teaching

Main Duties and Responsibilities:

You are required to carry out the duties of a school teacher as set out in para 57.1 of the School Teachers Pay and Conditions Document as follows:

“...a teacher employed as a teacher (other than a head teacher) in a school shall perform in accordance with any directions which may reasonably be given to him/her the head teacher from time to time, such particular duties as may be reasonably assigned to him/her”

Professional competencies

- Display personal and interpersonal development and team-working skills;
- Pro actively plan, organise and manage workload;
- Display reflective practice and reflexivity;
- Undertake analysis and synthesis of complex information;
- Display knowledge of and uphold safeguarding procedures;
- Display knowledge and understanding of appropriate use of ICT in an education setting;
- Display regular evidence of initiative taking;
- Display robust self management skills with regard to problem solving;
- Display an ability to develop and maintain relationships with stakeholders built on honesty and integrity.
- Manage class based staff

Duties:

- Timetabling of appropriate staff and groupings of children in the Bideford Primary Site and elsewhere
- Ensuring efficient and effective deployment of staff and resources
- To manage the provision of education for all students within the Bideford Primary Site
- Take care in the planning of work, taking into consideration the correct and appropriate use of teaching materials, practical apparatus, ICT A.V. aids etc.
- Complete Team Teach training and support the principals of Team Teach during school hours, both in and out of school;
- Take a lead in developing the Curriculum in all aspects.
- Be responsible for the maintenance of a good working atmosphere within lessons/ throughout the school day.
- Ensure that the learning experiences planned for children adequately match their abilities.
- Ensure that sound relationships are fostered between children, their peers and adults alike.
- Act as a confidante to the children whilst being aware of and following current safeguarding/child protection guidelines;
- Use a variety of teaching methodologies taking into account mixed abilities and the size of groups.
- Ensure that equality of opportunity exists in all areas.

- Ensure that the marking of children's work is undertaken at appropriate and regular intervals, and that marking follows agreed service policy.
- Ensure that the presentation of work is of the highest quality, adhering to agreed service policy.
- Ensure that adequate weight is given to both:
 - Forecasting of work – taking due account of the social, academic and behavioural needs of the children vis-à-vis the statutory requirements of the National Curriculum where appropriate.
 - Assessment and recording of progress – taking due account of the social, academic and behavioural needs of children vis-à-vis the statutory requirements of the National Curriculum where appropriate.
- Ensure that the forecasting of work forms an important part of the teaching process, being completed on a termly, half-termly or weekly basis as appropriate. Ensure that any such forecasts are available to the Principal, Headteacher, Area Co-ordinator, Advisory Staff, and Inspectors etc.
- Ensure that the curriculum coverage is appropriate and balanced, and that continuity, progression and breadth of experience are present throughout the planning and implementation processes.
- Actively participate in benchmarking with colleagues across the Trust.
- Review present practice regularly and attend courses as appropriate to further professional development.
- Perform other duties as requested by your line manager

Other Duties

- To assist in the preparation, monitoring and revision of individual education and behaviour plans.
- To Liaise with Parents, Schools, LA staff and other Agencies.
- To assist in the maintenance of an appropriate data recording system.
- To assist in the re-integration of children to school.
- To maintain confidentiality of information acquired in the course of undertaking duties for the Trust;

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members
- Understand their role in order to be able to work collaboratively with Principals
- Collaborate and work with colleagues and other relevant professionals within and beyond the Trust
- Develop effective professional relationships with colleagues
- Establishing constructive relationships and communicating with other agencies/professional

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's Five Year Plan, policies, practices and procedures, so as to support the school's values and vision

Health and safety

- For lone working, ensure that you have read the appropriate policy
- Keep yourself safe

Professional development

- Help keep own knowledge and understanding relevant and up-to-date by reflecting on own practice, liaising with your line manager, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from your line manager
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the Trust, and maintain high standards of attendance and punctuality
- Demonstrate Wave's Values, to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal, SLT or line manager.

To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Service's Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection);

Undertake training as required.

This post will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Person Specification

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • Display personal and interpersonal development and team-working skills; • Evidence of an ability to develop and maintain relationships with stakeholders built on honesty and integrity; • Pro-actively plan, organise and manage workload; • Display reflective practice and reflexivity; • Display Knowledge and understanding of appropriate use of ICT in an education setting; • Display regular evidence of initiative taking; • Display robust self-management skills with regard to problem solving; • Experience of successfully working with children with Social Communication Needs, SEBD, additional needs, Primary EHCPs • Proven record of behaviour management; • Experience of working with disaffected children either in a special or main-stream setting; • Adaptable and adjustable to the need of the individual pupils 	
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Good Honours degree in a relevant discipline • Subject specific experience • EYFS and/or Key Stage 1 experience • Phonics training 	<ul style="list-style-type: none"> • Further qualification relevant to post
Special Knowledge and Skills	<ul style="list-style-type: none"> • Robust self-management skills; • Proven ability to successfully teach a range of subjects at different key stages; 	<ul style="list-style-type: none"> • Working knowledge of primary strategies • Proven ability to lead on a core subject area

	<ul style="list-style-type: none"> • Knowledge of Performance Management and the ability to set and monitor appropriate targets; • Proven ability to lead on a core subject area; • Ability to use ICT both personally and in the classroom; • An awareness of assessment for learning and its contribution in raising standards of achievement; • Excellent interpersonal communication skills and the ability to form strong relationships with students, staff, parents and the wider community; • Adaptability and flexibility to embrace new developments to raise student attainment; • Clear understanding of the importance of safeguarding Primary children with complex SEN/SEMH needs 	<ul style="list-style-type: none"> • Understanding of Social, emotional and mental health needs of Primary aged pupils from a variety of different settings
Any Additional Factors	<ul style="list-style-type: none"> • Regular access to a car; • Current driving licence; • Motor insurance certificate with Business use; • Can work as a member of a team. 	