



THE PRIORY
LEARNING TRUST

JOB DESCRIPTION

Title: ELP Teacher

Grade: TMS/UPS

Main purpose of the role

To provide high quality teaching and promote effective learning for KS3 students who remain working within the KS1 curriculum.

Main Duties and Responsibilities:

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.

- Take responsibility for planning and implementing agreed schemes of work for all children in the designated intervention, within the framework of statutory and recommended national and Academy policies.
- Maintain assessment records and to report on students' progress to senior staff and parents/carers, in accordance with national and Academy policy. Safeguard students, adhering to the Academy's agreed staff handbook and safeguarding/child protection policies at all times.
- Plan, differentiate and mark students work in accordance with national and Academy policies.
- Ensure that all students experience a broad, balanced and stimulating curriculum offer, in line with the agreed curriculum maps and statutory guidance.
- Ensure that all students, including those in identified contextual groups, make at least good academic progress and outstanding progress wherever possible.
- Provide students with opportunities to manage their own learning (e.g. Assessment for Learning) and become independent learners.
- Create a secure, safe and stimulating classroom environment and maintain the highest standards of organisation, behaviour and discipline.
- Set high expectations for students behaviour establishing and maintaining a good standard of discipline through well focused teaching, effective classroom management and through positive and productive relationships.
- Maintain a high standard of display within the classroom that supports and enhances students learning.
- Arrange for resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and encourage students to become responsible for their own learning.
- Work collaboratively with colleagues to undertake medium and short-term planning that supports students within the identified intervention group to transition to mainstream secondary lessons.
- Assess student's progress, maintain records and provide written reports to parents/carers in accordance with Academy and national policies.
- Ensure that Academy aims and objectives, in relation to the curriculum, equal opportunities, safeguarding and discipline are promoted in everyday classroom organisation and practice.
- Take responsibility for the management of other adults as described in the purpose of this post.

- Proactively research and undertake continuous professional development (CPD) opportunities through and participate actively in the Academy's arrangements for appraisal and performance management.
- Attend staff briefings and departmental meetings as required.
- Carry out a share of supervising duties in accordance with published schedules.
- Carrying out such other tasks commensurate with the above as may be required from time to time by the Headteacher.

Creativity & Innovation

Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards.

Actively differentiate teaching and learning experiences so that each student has the opportunity to make excellent progress and achieve standards that meet his/her full capability.

Contacts & relationships

Liaise with support staff, such as Teaching Assistants, to ensure a coherent programme of study for students in the classroom.

Liaise with Academy-based and other external professionals and support staff as required.

Communicate openly and clearly with parents, carers and outside agencies about children's wellbeing, safety and their progress attainment.

Decision making and consequences

The work carried out is within clearly defined rules and information and guidance is easily available

Administer first aid in the event of illness or injury, prioritising and triaging cases based on urgency, and arranging for further medical assistance if required.

Resources

Little or no responsibility for financial resources

Line management/supervisory duties and responsibilities

Manage additional adults who are deployed to work with the intervention group and/or specific students with identified special needs and/or disabilities (SEND).

Safeguarding responsibilities

This role works directly with students and is therefore classed as regulated activity. Details of our Child Protection & Safeguarding Policy can be found on Access and is available on request.

Be committed to safeguarding and promoting the welfare of children and young people.

Work Demands

Work tasks will not normally be subject to interruption

Physical Demands

Normal physical effort required.

Working Conditions

Role is classroom based but may include visiting schools within the Trust for ... (include details)

May involve dealing with challenging situations which can require conflict resolution and dealing with emotive situations.

Expectations of Jobholder

Be aware of and comply with all Trust policies as well as individual academy policies and procedures.

Contribute to the management of student behaviour and security.

Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post.

Demonstrate professionalism towards sensitive and confidential information.

Commit to professional self-development, through participation in training, to include any necessary health and training and annual safeguarding training.

Support the Trust's sustainability ambitions to reduce our carbon footprint and to act as responsible global citizens by reducing energy consumption and waste production at our schools.

Undertake such other duties as are commensurate with the grade of the post.

This job description only contains the main duties relating to this post and does not describe in detail the tasks required to carry them out. This job description may be amended at any time following discussion between the line manager and member of staff and may be reviewed annually.

Skills/Qualifications

Please refer to the Person Specification for full details. Please note all original qualification certificates will need to be presented on the day of interview for verification and production of these certificates forms part of the conditional offer checks.

Person Specification

Job Title: ELP Teacher

Assessment criteria	Essential	Desirable
Qualifications	Qualified Teacher Status (QTS) and evidence of continued professional development	Relevant additional subject or age-specific training/qualifications
Experience	A track record of a least 'Good' teaching in Early Years/Key Stage 1 A minimum of 2 years' experience within Early Years/Key Stage 1	Experience of teaching across the primary age range. Working within an environment where the majority of students are not working at ARE and whose self-esteem and confidence has been negatively impacted by this.
Skills	Communicate effectively (both verbally and in writing) to a variety of audiences including colleagues and children alike. Work effectively with other adults in the classroom, such as teaching assistants to ensure that they are deployed effectively whilst in the class. Create a happy, challenging, and effective learning environment, where students feel safe to take risks. Excellent classroom management and high standards of classroom organisation. High level administrative and organisational skills. Ability to listen, adapt and reflect.	Ability to support colleagues to understand the difficulties students are facing with their learning and provide advice on how to support them effectively.

<p>Knowledge</p>	<p><i>Teaching and learning strategies that can be used to facilitate excellent progress for all children.</i></p> <p>Effective behaviour management techniques.</p> <p>The monitoring, assessment, recording and reporting of children's progress.</p> <p>The statutory requirements concerning safeguarding and child protection.</p> <p>A thorough understanding of how to teach phonics and basic numeracy skills - particularly to those students not working at ARE.</p> <p>Planning targeted intervention support to focus on identified gaps within basic knowledge and skills.</p>	<p>Knowledge of the KS3 and KS4 curriculum</p> <p>Evidence of contributing towards developing schemes of work</p>
<p>Personal competencies, qualities, attitude and behaviours</p>	<p>A genuine love of teaching and rapport with young people.</p> <p>Ability to inspire and enthuse young people</p> <p>Excellent interpersonal skills</p> <p>Creativity, originality, and the ability to think and act innovatively</p> <p>Resilience, determination and relentless positivity</p> <p>Flexibility</p> <p>Motivation to work with children and young people.</p> <p>Ability to form and maintain appropriate</p>	

	<p>relationships and personal boundaries with children and young people.</p> <p>Emotional resilience in working with challenging behaviours.</p> <p>Positive attitude to use of authority and maintaining discipline.</p>	
Equality	<p>An understanding, acceptance and commitment to the fundamental principles of an equal opportunities.</p> <p>To work in a way that promotes equality of opportunity and respect for diversity.</p>	
Safeguarding	<p>Evidence of a commitment to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.</p> <p>To work in a way that promote the safety and well-being of children and young people.</p>	