



Primary Teacher

Salary / grade range	M1 - UPS 3 (Plus SEN Allowance)
Location	Co-op Academy Rathbone
Reports to	SLT member or TLR postholder

Purpose of role:

- Fulfil the duties and responsibilities of a qualified teacher as outlined in the latest Teachers' Pay and Conditions document and Teacher Standards
- Lead on and develop the curriculum for an assigned subject
- Line manage assigned Learning Support Assistants

Key accountabilities (and specific duties / responsibilities):

- Provide an excellent experience for assigned pupils through the preparation and implementation of a high-quality, effective day plan in line with the agreed academy curriculum
- Provide excellent teaching, learning and assessment for an assigned class
- As a qualified teacher, fulfil the requirements of this role as laid out in the latest national documents.
- Leading teachers and support staff across the academy with respect to the development of an assigned subject

Core duties:

- Be the class teacher for an assigned class, effectively implementing the consistent, agreed day plan
- Prepare, deliver excellent teaching, learning and assessment in line with academy and Trust policies
- Maintain subject and professional knowledge and fully participate in training and development
- Maintain knowledge of, and actively contribute to, the school's vision, intent, values, ethos, priorities and action plans.
- To actively promote inclusion and acceptance of all pupils within the classroom and school.
- To work closely with leaders and other teaching colleagues to ensure consistent delivery of high quality lessons, accessible to all children and young people.

- To encourage pupils to interact and work cooperatively with others and engage, challenge, motivate and reinforce self-esteem with all pupils in all activities.
- Be accountable to the SLT / TLR post-holder for the effectiveness of the work that you undertake.
- Consistently deliver, and support others to deliver, good/outstanding lessons and student outcomes.
- Secure and sustain a positive climate for learning and behaviour of pupils, including (if required) the use of physical restraint training (Team Teach)
- As part of the staff team, promote high expectations and effective lesson preparation as a means of raising standards and improving student outcomes.
- Actively contribute to the development of a consistent approach to collating evidence, assessment and target setting through taking part in regular moderation.
- Actively contribute to quality assurance, data analysis, self-evaluation and improve planning at class and assigned subject level.
- Actively engage in research, training, collaboration and creative teaching to continually develop your own and others' expertise and practice.
- Take responsibility for their own professional development and remain up to date with current practice, undertaking any relevant training.
- As part of the staff team, inspire, motivate and influence colleagues to secure the highest standards of teaching and learning in order to promote student progress across the four areas of need on EHCPs, but most notably in cognition and learning; team-teaching, coaching and modelling effective practice as required
- Develop and sustain purposeful collaboration and productive relationships with others both within and outside of school.
- Attend school meetings and training, contributing fully
- Actively promote a positive and purposeful climate, which enables colleagues to develop, challenge and support each other, resulting in improved teaching.
- Maintain professionalism, resilience and resourcefulness in order to inspire others and command respect.
- Model professional behaviour and attitudes around the school to ensure the highest standards of professionalism and conduct are met.
- Support the school's safeguarding, behaviour, health and safety and other policy requirements and expectations, including using positive handling techniques when required to keep self and others safe (such as Team Teach)
- Commit to good attendance in self and promote this in others.
- Prioritise and manage their own time effectively.
- Comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns.
- Comply with any reasonable request to undertake work of a similar level not specified in this job description.
- Embody and model the Co-op values.

Personal attributes required (based on job description):		
Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none"> • Good relevant degree or equivalent • Recognised teaching qualification and QTS - Primary • Evidence of continued professional development 		A A A/I
Experience <ul style="list-style-type: none"> • Proven record of consistently good or better teaching and behaviour management • Experience of working with SEMH pupils and / or children with a variety of complex SEND • Experience of proactively contributing to curriculum design to effectively meet cognition and learning needs • Experience of utilising collaboration and/or research to develop expertise in cognition and learning • Experience of interrogating data and evidence then proactively striving to close gaps 	D D	A/I A/I A/I A/I A/I
Skills, Ability, Knowledge <ul style="list-style-type: none"> • An understanding of current SEN and curriculum issues and their implications • Willingness to be trained in, and ability to use; as required, positive handling techniques and moves to keep children safe (such as Team Teach) • Knowledge and expertise in meeting cognition and learning needs of SEN pupils • An understanding of the best practice in relation to meeting the needs of SEND pupils • Ability to identify reliable information and make 		A/I A/I A/I A/I A/I

<p>reasoned judgements based on that information</p> <ul style="list-style-type: none"> • Good oral communication, written, numerical and ICT skills • High order administrative and organisational skills with good attention to detail • Resilience and the ability to manage in a complex environment 		<p>A/I</p> <p>A/I</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Drive and ambition • High expectations for self and others • Ability to work as a team, motivate others to engage in school improvement and foster high expectations • Ability to take a play a role in raising standards in planning and moderation • Commitment to the active promotion of the school’s ethos, vision and intent • Apply an outward-looking perspective and maximise opportunities for training and collaboration • Ability to get things done by applying positivity, commitment and drive when supporting change • Ability to work with others to share purposefully in curriculum, planning and moderation developments • Ability to develop own and others’ practice through application of expertise in SEND. • Build and maintain positive and respectful relationships across the school community. 		<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.

