

## TEACHING STAFF

### JOB DESCRIPTION

<b>ROLE TITLE</b>	Trust Early Years/Key Stage 1 Senior Teacher
<b>CONTRACTED HOURS</b>	Full Time
<b>LOCATION</b>	Deployed to Trust Schools
<b>GRADE / SCALE POINT – SALARY</b>	Main Pay Range 3-6 to Upper Pay Range
<b>REPORTING TO</b>	Trust Early Years Leader

#### INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

#### JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

#### KEY TASKS & RESPONSIBILITIES

##### **Set high expectations which inspire, motivate and challenge all pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

##### **Promote good progress and outcomes by all pupils**

- Be accountable for pupils' attainment, progress and outcomes.
- Plan teaching to build on pupils' capabilities and prior knowledge.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

**Demonstrate good subject and curriculum knowledge**

- Have a secure knowledge of all curriculum areas, foster and maintain pupils' interest in the subject and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of lifelong learning.
- Demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher's specialism.
- If teaching reading in the early levels of the National Curriculum or the Foundation Stage, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching mathematics in the early years levels of the National Curriculum or the Foundation Stage, demonstrate a clear understanding of appropriate teaching strategies.

**Plan and teach well-structured lessons**

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired, as appropriate.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

**Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and be able to use an evaluate distinctive teaching approaches to engage and support them.

**Make accurate and productive use of assessment**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**Manage behaviour effectively to ensure a good and safe learning environment**

- Have clear expectation and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches that are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary.

### **Leadership**

To play a key role in the leadership and management of Trust schools in co-operation with, and under the direction of the school-based leadership team.

#### **School Development and Improvement**

- Support and help secure the commitment of others to the vision, ethos and policies of the Trust/school and promote high levels of achievement in school
- Support school-based leadership teams in the creation and implementation of the school development plan, taking responsibility for appropriately delegated aspects of it.
- Lead a subject (a core subject or subjects of similar collective weight) and other subjects as can reasonably be expected in a school.

#### **Teaching and Learning**

- Support school-based leadership in determining, organising and implementing the curriculum and its assessment, taking a lead role in the subject you lead
- Support school-based leadership in the monitoring of the quality of teaching and children's achievements across the school, with a specific focus on the subject you lead
- Support, coach and mentor other members of staff to develop their own classroom practice

#### **Day to day management**

- Deputise for school-based leadership on occasion.
- Take a lead on one or more aspects of school organisation. This could include areas such as assemblies, lunchtimes, pupil and parent voice, Eco Council, junior road safety officers or leading on one-off events.

### **SAFEGUARDING**

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

### **GENERAL**

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

**PERSON SPECIFICATION**

CRITERIA	ESSENTIAL	DESIRABLE
<b>KNOWLEDGE</b>		
<b>Technical or Specialist</b>	<ul style="list-style-type: none"> <li>• Second class degree or higher</li> <li>• Relevant Teaching Qualification</li> <li>• English and Mathematics at G.C.S.E./'O'</li> <li>• Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level)</li> <li>• Computer literate</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of using an iPad to support teaching and learning, including front facing teaching.</li> </ul>
<b>Experience and Knowledge</b>	<ul style="list-style-type: none"> <li>• High levels of primary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum;</li> <li>• Evidence of positive impact on pupil outcomes in the relevant year group(s);</li> <li>• Evidence of successful leadership of a project or initiative;</li> <li>• Evidence of effective team working.</li> <li>• Experience of teaching in a primary setting</li> <li>• Experience of subject leadership, including monitoring, evaluation, and successfully planning and implementing actions to improve the quality of education in that subject</li> <li>• Record of excellent classroom practice.</li> <li>• Sound knowledge of the national curriculum.</li> <li>• Experience of preparing children for end of key stage assessments</li> <li>• Experience of core subject leadership (literacy, numeracy or science), including monitoring, evaluation, and successfully planning and implementing actions to improve the quality of education in that subject</li> <li>• Experience of leading other areas of school life</li> </ul>	<ul style="list-style-type: none"> <li>• SoundsWrite phonics trained</li> <li>• Experienced with CUSP Early Years Curriculum</li> <li>• Experience of teaching more than one year group.</li> <li>• Experience of teaching across more than one key stage</li> </ul>

<p><b>Literacy and Numeracy</b></p>	<ul style="list-style-type: none"> <li>• Secondary education up to GCSE level or equivalent</li> <li>• Ability to set out letters / documents and to use grammar correctly</li> <li>• Able to carry out basic calculations accurately</li> <li>• Computer literate</li> <li>• Able to main routine records e.g. school meals, registers</li> </ul>	
<p><b>Organisational</b></p>	<ul style="list-style-type: none"> <li>• Excellent organisational skills and ability to keep to deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Trust's administrative procedures e.g. ordering / incoming and outgoing post</li> </ul>
<p><b>Equipment / Materials</b></p>	<ul style="list-style-type: none"> <li>• High level, accurate keyboard skills.</li> <li>• Able to use / operate general office equipment e.g. printers, photocopiers, binder, computers</li> <li>• Excellent organisational skills and ability to keep to deadlines</li> </ul>	
<p><b>Research</b></p>	<ul style="list-style-type: none"> <li>• Able to use the internet effectively for routine research</li> </ul>	
<p><b>Problem Solving</b></p>	<ul style="list-style-type: none"> <li>• Ability to check stock deliveries accurately</li> <li>• Ability to resolve a range of day-to-day problems, using own initiative.</li> <li>• Know when it is appropriate to refer upwards</li> </ul>	
<p><b>Creative Thinking</b></p>	<ul style="list-style-type: none"> <li>• Design and produce documents / advertisements etc</li> </ul>	
<p><b>Planning</b></p>	<ul style="list-style-type: none"> <li>• Organised and methodical approach to admin tasks</li> <li>• Ability to manage and coordinate projects and in-house events</li> </ul>	
<p><b>Interpersonal and Communication</b></p>	<ul style="list-style-type: none"> <li>• Tact and diplomacy second nature</li> <li>• Articulate with a good grasp of the English language</li> <li>• Patience and tolerance when dealing with parents / pupils who may be upset or appear unreasonable</li> <li>• Understanding of the necessity and ability to maintain absolutely confidentiality</li> <li>• Pleasant and helpful telephone and face-to-face manner</li> <li>• Ability to function effectively as part of a team</li> </ul>	

	<ul style="list-style-type: none"> <li>• Well organised and good time management</li> <li>• Able to direct support staff working in the classroom effectively</li> <li>• Team player - Can evidence the ability to engage, motivate and inspire trust and confidence in pupils, parents and staff and lead by example.</li> </ul>	
<b>Keyboard</b>	<ul style="list-style-type: none"> <li>• High level keyboard skills</li> </ul>	
<b>Manual Skills</b>	<ul style="list-style-type: none"> <li>• Routine manual handling skills</li> </ul>	
<b>Level of Autonomy</b>	<ul style="list-style-type: none"> <li>• Able to make day-to-day decisions about own workload, within clear guidelines and procedures. Supervisory assistance is available most of the time. Can evidence the ability</li> <li>• Flexible and happy to adapt to meet the needs of school</li> <li>• Self-motivated and shows initiative</li> </ul>	