



FIVE RIVERS MULTI ACADEMY TRUST

JOB DESCRIPTION / PERSON SPECIFICATION

Post Title	Unqualified Teacher
Grade	Unqualified Teacher Scale £18,169 - £28,735
Responsible to	Principal
Responsible for	
Purpose of job	<p>To teach designated pupils and undertake associated pastoral and administrative duties as well as other general responsibilities, having full regard for the school's ethos, aims and policies.</p> <p>To undertake tasks related to the development of a curriculum area.</p>
Normal base of work	Abbeyfield Primary Academy, Orphanage Road, S3 9AN – however there may be some requirement to work from other Five Rivers Trust sites as appropriate.
Safeguarding statement	<p>Five Rivers MAT is committed to safeguarding and promoting the welfare and safety of children and expect all staff to share this commitment. The successful candidate will be required to complete a Disclosure Barring Service check in line with Section 115 of the Police Act 1997.</p> <p>This post is exempt under the Rehabilitation of Offenders Act, so all criminal convictions must be stated, with dates. Failure to do so will disqualify individuals from appointment and, if appointed may render them liable to immediate dismissal without notice.</p> <p>An individual disqualified from working with children through any of the various means available is guilty of an offence if he or she knowingly applies for or accepts any work in a regulated position i.e. classified as working with children (Criminal Justice and Court Services Act 2000).</p> <p>The Five Rivers MAT will only offer appointments if the above checks are satisfactory; and will allow no unsupervised access to children before completion of all checks.</p>



JOB DESCRIPTION: TEACHER

The post holder must, at all times, carry out his / her duties and responsibilities within the spirit of the Five Rivers Multi Academy Trust, the Trust's policies and within the framework of the Education Act 2002 and the School Standards

Employment Duties

To be performed in accordance with the provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document (Part XII of the 'Teachers Pay and Conditions Document').

General Responsibilities

- To pursue the aims of the school in a positive manner and promote the agreed ethos
- To work co-operatively within a whole staff team, and within the year/teaching and learning group to achieve continuous improvement with constant regard to quality in both learning and teaching
- To teach pupils according to their individual needs, including the planning and assessment of work in line with agreed policies of the school
- To monitor and assess children's progress and report to parents
- To implement and maintain the school's policy on discipline and behaviour
- To support the school's endeavours to meet the needs of its community
- Participate in the school's performance management process

Particular Responsibilities

- To promote and monitor the organisation of the learning and teaching through a particular subject throughout the school



Key Tasks

Unqualified Teacher Tasks:

- To plan programmes of work for pupils in co-operation with teaching colleagues within the team in order to ensure that all children are taught by members of that team experience similar learning opportunities
- To plan work matched to the individual needs of children and within the school's agreed policy and schemes of work
- To produce written records of such planning in accordance with school policy
- To assess and record pupil's achievements and progress within the statutory requirements and school's assessment policy and report to parents
- To contribute to meetings, discussions and management systems necessary to ensure the co-ordination of the work of the school as a whole
- To ensure that the classroom is kept tidy and attractive, with children's resources readily available for them to find independently
- To contribute to the ideas within and the implementation of the School Improvement Plan
- To supervise the use of support staff relevant to the class.
- To contribute to the provision of a safe and secure learning environment.

Footnotes:

(i) The above details are not exhaustive and the postholder may be required to undertake tasks, roles, and responsibilities as may reasonably be assigned to him/her by the Senior Management Team.

(ii) This job description may be reviewed at anytime via consultation between the governing body and/or Senior Management Team Representatives and the postholder as may be necessary and appropriate to the needs of the school.

Trade Union representation will be welcomed in any such consultations



UNQUALIFIED TEACHER PERSON SPECIFICATION

The following areas are relevant to all schools, although some aspects will need to be interpreted differently according to phase, size and type of school. It is recognised that no two schools are the same, therefore it is important that the school reflect their needs in this Person Specification

Key Areas	Method of Assessment Interview – Application form – Assessment – Exercises - References
(i) Professional experience	
<ul style="list-style-type: none"> Evidence of participation in professional development or study 	Application form
<ul style="list-style-type: none"> Successful teaching experience or evidence of successful completion of initial teacher training 	Application form, References
<ul style="list-style-type: none"> Working in a socially and culturally diverse school community 	Application form, References
<ul style="list-style-type: none"> Knowledge of the National Curriculum requirements 	Application form, Interview, References
<ul style="list-style-type: none"> Understands and is familiar with teaching and learning strategies 	Application form, interview, References
(ii) Ability to work within a professional team and to develop and promote the school's ethos and values with the Primary Phase	
<ul style="list-style-type: none"> Teaching to a high standard 	Application form, interviews, References
<ul style="list-style-type: none"> Relates to and motivates pupils 	Application form, interview, References
<ul style="list-style-type: none"> Works well within and contributes to the team development 	Interview, References
<ul style="list-style-type: none"> Understands and values the processes of planning, monitoring and evaluation as an aid to raising standards 	Interview, References
<ul style="list-style-type: none"> Good classroom management 	Interview, References
<ul style="list-style-type: none"> Evidence of a commitment to an equal opportunities policy both in service employment 	Application form, Interview, References



(iii) Ability to communicate clearly	
<ul style="list-style-type: none"> • Good written and oral communication skills 	Assessment Process, Interview
<ul style="list-style-type: none"> • Good presentational and ICT skills 	Assessment Process, Interview
<ul style="list-style-type: none"> • Clear and effective in meetings and in one-to-one discussions 	Application form, Assessment Process
<ul style="list-style-type: none"> • Skilled in conflict resolution 	Application form, Assessment Activities, Interview
(iv) Ability to Lead	
<ul style="list-style-type: none"> • Clear vision for the future of education and able to think strategically, to identify opportunities for future developments and improvements 	Application form, Interview
<ul style="list-style-type: none"> • Identify a need for and understand a clear process for the implementation of change and improvement 	Application form, Interview
<ul style="list-style-type: none"> • Respond effectively and efficiently to daily challenges 	Application form, Interview
<ul style="list-style-type: none"> • To make decisions on the basis of sound judgement 	Application form, Interview
<ul style="list-style-type: none"> • Identify potential for individual development 	Application form, Interview
<ul style="list-style-type: none"> • Have strategies to monitor and evaluate developments 	Application form, Interview
<ul style="list-style-type: none"> • Have mentoring, motivational and coaching skills 	Application form, Interview
<ul style="list-style-type: none"> • Be a professional role model 	Application form, Interview
(v) Personal Qualities	
<ul style="list-style-type: none"> • Be enthusiastic and determined 	Application form, Interview
<ul style="list-style-type: none"> • Able to work under pressure and recognise and manage stress 	Application form, Interview
<ul style="list-style-type: none"> • Have flexibility, sensitivity and tact 	Application form, Interview
<ul style="list-style-type: none"> • Commitment to ongoing and professional development 	Application form, Interview