



JOB DESCRIPTION

DEPARTMENT: Humber Education Trust

SCHOOL: Cambridge Park Academy

JOB TITLE: Teacher **GRADE:** MPS

REPORTING TO: Executive Head Teacher **DATE PREPARED:** 23/06/2020

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Council's Equal Opportunities in Employment Policy.

PURPOSE:

The education and welfare of a designated group of Students, having due regard to the requirements of National Curriculum Guidance for Primary education, National Curriculum, Agreed Syllabus for Religious Education, the school's aims objectives and schemes of work and any policies of the Governing Body.

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.

The Job Description should be read alongside the range of professional duties of Teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers.

PRINCIPAL ACCOUNTABILITIES: Main Tasks/ Duties/ Responsibilities.

Teaching and Managing Student Learning

- Embrace the principles and practices of:
- Excellence and Enjoyment
- Every Child Matters
- Assessment for Learning
- School's Policy for Teaching and Learning.
- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.
- Use teaching methods which keep Students engaged, including stimulating Students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.

- Set high expectations for Students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management.

Planning and Setting Expectations/Student Achievement

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the Students being taught.
- Set appropriate and demanding expectations for Students' learning and motivation. Set clear targets for Students' learning, building on prior attainment.
- Identify Students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).
- Demonstrate consistent and effective planning of lessons and sequences of lessons to meet Students' learning needs.
- Demonstrate consistent and effective use of information and prior attainment to gain well-grounded expectations for Students.

Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor Students' class and homework, where appropriate, providing constructive oral and written feedback, setting targets for Students' progress.
- Demonstrate consistent and effective monitoring of progress to give clear and constructive feedback.
- When applicable, understand the demands expected of Students in relation to the National Curriculum at Key Stages 1, 2 and 3, and the Foundation Stage.

Additional Duties

- Participate in the leading of, or lead, a specific curriculum area/ area of responsibility within the school.
- Play a leading role in reviewing policy for the teaching of a curriculum area/area of responsibility.
- Contribute to the production of the School Improvement Plan as appropriate.
- Audit or assist with an audit of, existing resources for a curriculum area/ area of responsibility, and offer advice on and co-ordinate the acquisition of new materials.
- Represent the school in local cluster groups and liaise with secondary schools concerning a curriculum area/ area of responsibility
- Liaise with other co-ordinators and senior management within the school on curriculum planning to ensure a balanced and coherent curriculum is delivered.

Relationship with Parents and the Wider community

- Prepare and present informative reports to parents.
- Provide opportunities to develop Students' understanding by relating their learning to real and work-related examples, recognising that learning takes place outside the school context.
- Liaise with agencies responsible for Students' welfare.

Manage Own Performance and Development

- Take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Share corporate responsibility for the implementation of school policies and practices.

- Set a good example to the Students they teach in their presentation and their personal conduct.
 - Evaluate their own teaching critically and use this to improve their effectiveness.
 - To demonstrate, and take, an active role in the wider life of the school.
 - Use the outcomes from professional development to improve teaching and Students' learning.
- Support and enable other colleagues to improve.

Managing and Developing Staff and Other Adults

- Establish effective working relationships with professional colleagues including, where applicable, associate staff.
- Taking such part as may be required by the Principal in the review, development and management of activities relating to a specific subject (s) area across the school.
- Advise and co-operate with the Principal and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment.
- Model to other teachers effective teaching that develops all Students of all abilities.

Managing Resources

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

Knowledge and Understanding:

- Demonstrate that they have a thorough and up- to- date knowledge of their subject/specialism.
- Demonstrate knowledge and understanding and take account of wider curriculum developments which are relevant to their work.

Professional Characteristics:

- To maintain positive relationships with the parents and carers of the children.
- To take a full role in the wider life of the school.
- Demonstrate an active contribution to the policies and aspirations of the school.
- Demonstrate commitment to, and responsibility for, own professional development.
- To promote and safeguard the welfare of children and young persons in accordance with Safeguarding Children in Education under the provisions of the Education Act 2002 Section 175

GENERAL:

1. The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
2. The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
3. The postholder must be flexible to ensure the operational needs of the School are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the School.
4. To promote the Equal Opportunity Employment Policy.
5. The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and

other employees in accordance with legislation and the School's Safety Policy and Programme. Specific details are outlined in the Departmental Safety Policy.

6. Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment or adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

CONTEXT:

The school and LA have a strong commitment to developing a positive culture of high standards, expectations, achievements and meeting individual student needs and aspirations.

The school's contribution to Students and community development will be pivotal in achieving LA and Council's ambitious objectives in increasing Social Inclusion within North East Lincolnshire.

DIMENSIONS:

1. Responsibility for Staff:

- To support Teaching Assistants who may be assigned to the teaching group.

2. Responsibility for Customers/Clients:

- To share corporate responsibility for the well-being and discipline of all Students.
- To maintain positive relationships with parents and carers of the children.
- To be responsible for your own safety and that of others.

3. Responsibility for Budgets:

- Help ensure expenditure is targeted and spent appropriately to support any priorities.

4. Responsibility for Physical Resources:

- Monitor and oversee resources. Liaise with other staff regarding classroom resource.

DECISION MAKING:

The post holder will make decisions, following school policy, but will also liaise with the members of the Leadership Team to ensure that a consistent vision for learning and teaching is promoted.

ORGANISATIONAL CHART

Principal
Deputy Principal
Assistant Principals
Phase Leaders/Lead Practitioners
All Teachers
Support Staff

KNOWLEDGE/EXPERIENCE/SKILLS/QUALIFICATIONS/MENTAL SKILLS:
Only include the essential requirements to undertake the principal accountabilities

Qualifications – Requirement:

1. Qualified teacher
2. Recent and relevant short course experience

Knowledge – Requirement:

1. Principles and practices of effective teaching and learning.
2. Principles and practices of monitoring/assessment/evaluation.
3. Principles of curriculum planning.
4. The application of ICT to learning, teaching and subject management.
5. Working in teams to deliver improvements.

Experience – Requirement:

1. Successful NQT year (with the exception of those who are newly qualified)
2. Demonstrate that they are effective professionals who challenge and support all Students to do their best.
3. Demonstrate a commitment to, and responsibility for, their own professional development.
4. Demonstrate knowledge and understanding and take account of wider curriculum developments that are relevant to their work.

Specific Skills – Requirement:

1. Good interpersonal skills.
2. Well organised.
3. Ability to work as a team player and demonstrate commitment to the school organisation.

INTERPERSONAL/COMMUNICATION SKILLS:

1 Verbal

- Good verbal skills to ensure that the post holder is able to;
 - Influence, negotiate and support others.
 - Counsel Students, parents and staff.
 - Liaise with a range of clients within a variety of situations.

2 Written.

- Reports may be written in connection with their position.

THINKING CHALLENGE/MENTAL DEMANDS:

The post holder will be expected to use a range of skills to complete the duties of a teacher and subject co-ordinator. They may face different situations which require the identification and selection of a solution.

	<i>Tick relevant level for each category</i>						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).			√			N/A	
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).		√				N/A	
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			√				

PERSON SPECIFICATION		Tick relevant column		List code/s*
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</p>		Essential	Desirable	How identified
		1. Qualifications:		
	Qualified teacher status	√		AF/CQ
	Further relevant professional development		√	AF/I
	Child Protection level 1		√	AF
2. Relevant Experience:				
	A track record of consistently good/outstanding classroom practice	√		AF/R/T
	A strong commitment to providing high quality education for all Students.	√		AF/I
	An effective professional who challenges and supports all Students to do their best.	√		AF/I/R
	Experience of working with parents and the wider community to enhance the learning process	√		AF/I/R
	A commitment to, and responsibility for, their own professional development.	√		AF/I
3. Skills (including thinking challenge/mental demands):				
	Motivation to work with children and young people	√		AF/1
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	√		AF/I/R
	Excellent teaching and behaviour management skills.	√		AF/P/R/T
	Knowledge and understanding of ICT and hand held devices	√		AF/I/R
	Ability to work collaboratively as part of a team.	√		AF/I/R
	Willingness to run an after school club at some point during the year.	√		AF/I/R
	Ability to play a musical instrument		√	AF
4. Knowledge:				
	A knowledge and commitment to safeguarding and promoting the welfare of children.	√		AF/I/R
	Knowledge and understanding of current educational development	√		AF/I
	Knowledge of Assessment for Learning and effective target setting	√		AF/I
	Understanding of the processes to raise standards and promote progress	√		AF/I

PERSON SPECIFICATION		Tick relevant column		List code/s*
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	Understanding of the way children learn and different teaching methods	√		AF/I/T
	Knowledge and understanding of the KS1 curriculum, including phonics/letters and sounds	√		AF/I
	Knowledge and understanding of the KS2 curriculum	√		AF/I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Ability to develop good relationships with a range of colleagues and partners.	√		AF/I/R
	High level of drive, initiative, enthusiasm and positive thinking.	√		AF/I/R
	Personal vision of education	√		AF/I
	Willingness to take part in the broader life of the school	√		I/R
	Willingness to offer extracurricular activities	√		I/AF/R
	Written Skills			
	Good quality written communication skills – the ability to write for a variety of audiences	√		AF
6.	Other:			
	Desire to work at Cambridge Park Academy	√		I
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
7.	Competencies:			
	The competencies listed below are all essential requirements for working in any post; however, those that have been ticked as essential have been identified as key competencies for this role and will be measured as part of the selection process. They are not required to be addressed in the candidate's application form.			
	Leading forward	√	N/A	
	Improving services	√	N/A	
	Analysis and decision making	√	N/A	
	Making things happen	√	N/A	
	Communicating with impact	√	N/A	

PERSON SPECIFICATION		Tick relevant column		List code/s*
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	Collaboration	√	N/A	
	Developing self and others	√	N/A	
8.	Additional Requirements:			
	none		N/A	
9.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the MAT obtaining a satisfactory DBS	√	N/A	DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	√	N/A	AF(after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.	N/A	N/A	AF(after short listing)