

Ardley Hill Academy

Job Description Teacher MPS

Job Title: Teacher
Grade: MPS
Responsible to: Headteacher/Key stage leader

Duties and Responsibilities

Support for Pupils:

- To promote quality and high standards in education, the achievement and welfare of a designated class of children, having due regard to National requirements and the academy's policies, the academy's aims and schemes of work.
- To plan, prepare, organise and evaluate the academy's schemes of work and maintain record keeping and assessment for the whole class on an on-going basis.
- To offer opportunities for class, group and individual teaching and learning in a range of styles and methods as appropriate.
- To provide a suitable education which enables children with special educational needs and those who more able to make good progress.
- To follow the school's procedures for SEND,
- To report to parents on the progress of pupils in the allocated class/group at least twice yearly.
- To share in the whole academy responsibility for the well being and discipline of all pupils.
- To provide an environment, which is welcoming, orderly, caring, secure and stimulating, offering displays of children's work of quality (appropriate to ability) and relevant to the learning in the classroom.

Support for the Teacher

- To be employed in accordance with the requirements of Conditions of Employment of School Teachers and any policies of the Governing Body.
- To have feedback from monitoring of teaching and to receive feedback from the other sources as designated in the academy's monitoring policy.

- To attend training, both internal and external, as per the academy's staff development policy.
- To review and develop personal/professional skills.

Support for the academy:

- To work as part of a cohesive team (which includes teaching and non-teaching staff, Governors, parents, parents' association and the community) and promote good public relations.
- To contribute to the academy's review and development.
- To communicate effectively with colleagues and other professionals, including outside agencies, in conjunction with teaching duties.
- To supervise and assist in the training of teaching assistants, trainee teachers, other trainees and helpers working with your class, setting clear frameworks for activities.

Support with the curriculum

- To be responsible for the specific areas of the curriculum (if appropriate)
- To attend related INSET (see Academy Development policy).

Arrangements for Performance Management

Within the Autumn term, objectives will be set for the year (and longer if appropriate) and reviewed, in line with the academies policy.

Context:

All classroom teachers are role models to pupils within the school and at all times the values, vision and ethos of the school must be evident in their attitude and behaviour.

In order to promote and achieve the school vision and purpose the teacher should meet the core (C) standards as per the National Professional Standards for Teachers in England from September 2007.

The Job-holder will ensure that Ardley Hill Academy' policies are reflected in all aspects of his/her work, in particular those relating to; Equal Opportunities, Health and Safety, Data Protection Act (1984, 1998)

This job profile needs to be read in conjunction with the generic job description for teachers.

The Chiltern Learning Trust is committed to working in wider partnership which will promote wellbeing outcomes for young people.

All personnel may be required to work across the Trust by agreement with the Chief Executive.

Safeguarding Children

Context:

All teaching staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

Person Specification – Classroom Teacher

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E): without which candidate would be rejected

Desirable (D): useful for choosing between two good candidates.

Attributes	ESSENTIAL	DESIRABLE	How measured
Qualifications & Experience	<ul style="list-style-type: none"> • Qualified teacher status (QTS) • Degree qualification • Recent successful teaching experience in a primary school setting • Experience using ICT within a range of teaching settings 	<ul style="list-style-type: none"> • Experience of working with children with a range of Special Educational Needs. 	Application form & Interview
Skills / Abilities	<ul style="list-style-type: none"> • A good classroom practitioner • A good understanding of planning, development and review to support high standards • Ability to adapt teaching to meet pupil's needs • Good interpersonal and communication skills (both written and verbal) • Good ICT Skills, particularly using ICT to support learning 	<ul style="list-style-type: none"> • Experience and ability to take on responsibility for a curriculum area. 	Application form & Interview
Knowledge	<ul style="list-style-type: none"> • Knowledge of the National Curriculum • Know of effective teaching and learning strategies • A good understanding of how children learn • Knowledge of good behaviour management strategies 		Application form & Interview
Personal Qualities	<ul style="list-style-type: none"> • An ability to work effectively in a team. • Reliable • Presentable in appearance • Awareness of the professional values and behaviour expected of teachers • Commitment to professional development • A 'can do' positive approach to academy life 	<ul style="list-style-type: none"> • A reflective practitioner • Experience of applying professional development in the classroom to maximise children's learning. 	Application form & Interview

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Trusts policies are reflected in all aspects of his/her work, in particular those relating to:

- i. Equal Opportunities
- ii. Health and Safety
- iii. Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.