




Job Description: **TEACHER** with TEACHING & LEARNING RESPONSIBILITY

Job title:	TEACHER with PiXL TLR	Team:	TEACHING TEAM
Based at:	 THE WELLDON PARK ACADEMY		
Salary:	Main or Upper Pay Scale & TLR3 £1500		
Line Manager:	Raising Standards Leader		
Supervisory:	Teaching Assistants (within the class)		
Hours:	On site 8am-4pm, directed hours 8.30am-3.30pm*		
Contract:	195 days a year		

Essential Functions:

- To safeguard children in every interaction including a proactive approach to health and safety
- To work professionally with all adults, following the code of conduct at all times
- To consistently demonstrate all Teacher Standards in line with trust expectations
- To work proactively and effectively in partnership with parents/carers, those in governance, other staff and external agencies in the best interests of children
- As a PiXL TLR Holder, be the Making Change Leader (MCL) for a phase team
- To support the academy and trust's vision and values
- To undertake any other duties as required by the academy or trust
 - All teachers are required to carry out the professional duties & responsibilities as set out in the current STPCD*

Teaching, Learning, Assessment:

- Implement the teaching handbook to deliver a sequential, progressive and inspiring curriculum
- Systematically refer to the curriculum objectives, then plan building on prior knowledge, teach, adapt, assess, deliver or direct interventions and plan again for every lesson for every subject taught
- Commit to the assessment procedures both formative and summative, meeting deadlines as required
- Consistently model the highest standards of spoken and written English, including cursive handwriting
- Demonstrate a commitment and love for reading for pleasure, as well as teaching including phonics
- Ensure every child receives timely, effective and purposeful feedback for every area of learning
- Demonstrate good subject and curriculum knowledge
- Use evidence-based approaches to inform best classroom practice
- Comply with the preparation for, and delivery of, any statutory assessments

Behaviour, Safety, Attitudes and Personal Development:

- Be a positive role model, demonstrating positive attitudes
- Follow the trust policy for behavior, care and control and safeguarding, using the academy's recording system in a timely manner to inform SLT of possible safeguarding concerns
- Create a safe learning environment, where children feel inspired, excited, stimulated and purposeful
- Ensure a commitment to equality, diversity and inclusion is evident in the use of sanctions and rewards, supporting self-regulation and developing metacognition
- Comply with responsibilities linked to supervision, registration, safeguarding and transition times
- Raise any concerns you have about any child



How does a Raising Standards Leader (RSL) differ to a Making Change Leader (MCL)?

The RSL and MCL roles are different although both are working together to improve life chances and outcomes. The RSL is focused on the areas of knowledge and skill that pupils need to address to improve attainment - they use data/assessments/feedback to identify where the need is. The MCL is looking at the pastoral issues with these same pupils. The RSL may come up with a plan with the team to help a pupil with gaps in knowledge, but the MCL works with the pupils to remove pastoral barriers and to help them be able to make the change. The MCL must demonstrate leadership behaviours of integrity, care, humility and pursue excellence.

The Pegasus Partnership Trust is committed to safeguarding of children and expects all staff to demonstrate this commitment.

PiXL Teaching & Learning Responsibility (TLR):

- To act as the focal point for the RSL as they work to create change in and for children and young people: meeting with the RSL and Core Team, attend conferences and keeping up to date with PiXL strategies and resources that may help and support.
- To work with staff in identifying relevant children and set a WIG and lead measures.
- To meet regularly with class teachers to check progress against the WIG and lead measures.
- To communicate a clear moral purpose and articulate a Wildly Important Goal (WIG) that is understood by staff, pupils, families and governors.
- To work with year teams to ensure intervention and other action can take place with little hindrance, removing any issues that are creating barriers to learning (e.g. attendance, motivation, safe space to do homework, support for young carers).
- To enable people to find ‘lead measures’ to help them know where to put their weight.
- To interrogate historical data and identify areas of strength and areas that need improvement to further life chances and outcomes.
- Review data and predictions to support teams in developing their understanding of the gaps and issues arising in the data (e.g. attendance, pupil premium, prior attainment and the relationship to outcomes etc.).
- Through analysing the Horsforth Quadrant, work with the Raising Standards Leader to understand the issues (both pastoral and academic) around individual pupils.
- To be fully conversant with PiXL strategies and resources and to lead others through their effective implementation, identifying benefits and potential pitfalls and making them fit the school context.
- To create a culture of positive support and encouragement amongst the staff and pupils. Motivate staff and pupils alike through presentations and innovation.
- To attend PiXL National Conferences where appropriate with the RSL.

Support the Academy & Trust:

- ensure you always meet your statutory safeguarding and equality duties
- commit to professional development, fully engaging with every continuing professional development opportunity presented
- contribute to the development and implementation of all policies and procedures without exception
- attend and run/lead trips, events, clubs, parent association events and other opportunities as required, including where they may occur out of usual hours
- attend additional meetings and training as required
- develop and maintain effective relationships with all adult stakeholders, deploying staff respectfully
- go the extra mile to demonstrate a commitment to “children first”

Across our trust, all teachers contribute to developing and enhancing the curriculum offer we have for every child in our care, and to develop others to be excellent teachers and leaders.

NEW TEACHERS MPS1-3	EXPERIENCED TEACHERS MPS4-6	EXPERT TEACHERS UPS1-3
Focus on completion and embedding of the Early Career Framework; shadow a subject coordinator or leader	Coordinate a subject area linked to areas of interest/expertise	Be responsible for a subject area and/or school enrichment such as Healthy Schools Award Mentor a trainee teacher

This job description is not a contract of employment and will be reviewed and updated periodically to ensure it relates to the job performed or to incorporate any proposed changes. This procedure will be conducted by the relevant manager or leader, and in consultation with the postholder. In these circumstances, it will be the aim to reach an agreement on reasonable changes, but if an agreement is not possible, management reserves the right to make changes to the job description following consultation. As a term of your employment, you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description. You may be required to work in academies across the trust.

I confirm that I have read the job description and understand the requirements, essential functions and duties of the position.

Employee:

Date:

Manager:

Date:

 Person Specification: TEACHER with TEACHING & LEARNING RESPONSIBILITY			
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For each point below, explain how you meet the person specification in your supporting statement (no more than two sides of A4 paper) and ensure your application form covers your qualifications and full employment history.

CRITERIA	Application	Assessment
Education & Training		
1. Qualified Teacher Status	✓	
2. A degree at a 2:2 or higher	✓	
3. Evidence of Right to Work in the UK	✓	
Experience		
4. At least two years' experience in a primary educational setting including successfully passing ECT induction	✓	
5. Experience of using PiXL or other data systems to demonstrate impact	✓	✓
6. Experience of developing and/or leading a CPD session to develop teachers	✓	✓
Knowledge & Understanding		
7. Secure knowledge of safeguarding and Keeping Children Safe in Education requirements	✓	✓
8. Secure knowledge of the SEN Code of Practice and how adults meet needs of children with SEND	✓	✓
9. Confident and competent digital/e-safety knowledge	✓	✓
10. Full knowledge of EYFS and National Curriculums and how a school curriculum is sequentially mapped out	✓	✓
11. Sound pedagogical understanding of effective teaching such as Rosenshine	✓	✓
Skills and Qualities		
12. Clear spoken and written English and the ability to communicate clearly	✓	✓
13. Use computing skills to type, upload, navigate, create and communicate	✓	✓
14. Be a positive, calm, people-focused person who can work effectively in a team	✓	✓
15. Be honest, be open to feedback, and committed to professional development	✓	✓