

**Part Time Year 5 teacher 2.5 days plus 1.0 SEN (with additional responsibility for SEND throughout the school + SEN allowance)**

**from September 2021**

|  |
| --- |
| **Job Description** |
| This appointment is subject to the current conditions of employment for teachers as contained within the School Teachers’ Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and the Teacher Standards 2012.  Teachers at this school make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. They must act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.  This job description may be amended at any time following discussion between the Headteacher and the member of staff. It will be reviewed annually as part of the appraisal process.  **TEACHING**  A teacher must:  Set high expectations which inspire, motivate and challenge 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 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 upon teaching;  • Encourage pupils to take a responsible and conscientious attitude to their own work and study.  Demonstrate good subject knowledge and curriculum knowledge:  • Have a secure knowledge of the relevant subject(s) and 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 scholarship;  • Demonstrate an understanding or, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of Standard English, whatever the teacher’s specialist subject;  • If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;  • If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.  Plan and teach well-structured lessons:  • Impact 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;  • 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 on 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 and 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 rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around school, in accordance with the school’s behaviour policy;  • Have high expectations of behaviour, and establish a framework for discipline with a wide range of strategies, using praise, sanctions and rewards consistently and fairly;  • Manage classes effectively, using approaches which 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.  Fulfil wider professional responsibilities  • Make a positive contribution to the wider life and ethos of the school;  • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;  • Take responsibility for improving teaching through appropriate professional  development, responding to advice and feedback from colleagues;  • Communicate effectively with parents with regard to pupils’ achievement and wellbeing;  • Deploy support staff effectively.  **PERSONAL AND PROFESSIONAL CONDUCT**  A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.  • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school, by:  • Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position;  • Have regard for the need to safeguard pupil’s well-being, in accordance with statutory  provisions;  • Showing tolerance of, and respect for, the rights of others;  • Not undermining fundamental British values and mutual respect and tolerance of those with different faiths and beliefs;  • Ensuring that personal beliefs are not expressed in ways which exploit pupil’s vulnerability or might lead them to break the law.  • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality;  • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. |

|  |  |  |
| --- | --- | --- |
| **Person specification** | | |
| **Please note: candidates who do not meet the essential criteria of this person specification will not be considered.** | | |
| **Requirements** | **Essential (E)**  **or**  **Desirable (D)** | **To be identified by: application form (A),**  **interview (I), reference (R)** |
| **Application** | | |
| Application form and letter completed without error, including spelling, grammar and punctuation | E | A |
| Well constructed supporting letter of no more than two sides of A4 paper, font size 11 minimum | E | A |
| Professional references provide a strong level of support for skills, knowledge and attributes | E | R |
| **Training and qualifications** | | |
| Qualified Teacher Status | E | A |
| Degree | E | A |
| Recent and relevant participation in professional development | E | A/I |
| SEND qualification or willingness to undertake this as part of the role of SEND leader | E | A/I |
| **Experience and aspiration** | | |
| A track record of good or better teaching as a class teacher. | E | A/R/I |
| Experience of supporting pupils with a range of SEN needs and the impact of this on progress towards targets. | E | A/I |
| Evidence of effective teaching within KS 2. | D | A/I/R |
| Experience of developing SEN support plans, EHCP applications and other related documentation. | D | A/I/R |
| **Professional knowledge and understanding** | | |
| Understanding of SEND Code of Practice and related documentation | E | A/I |
| Provide updates and information to the SLT and Governing Body regarding SEN matters | E | A/I |
| Effective assessment and tracking of pupil progress for SEND pupils. | E | A/I |
| Application of ICT to effective teaching and learning across the curriculum | E | A/I |
| Good understanding of and commitment to inclusion | E | A/I |
| Ability to create a happy, challenging and effective learning environment | E | A/I |
| **Personal skills and attributes** | | |
| Ability to work closely and productively as part of a team | E | A/I |
| Ability to work closely with outside agencies to ensure the best outcomes for every child |  |  |
| Organised and dedicated, with a high level of initiative | E | A/I |
| Effective communication skills | E | A/I |
| Effective interpersonal skills | E | A/I |
| Self confident and resilient | E | A/I |
| **Other** | | |
| Commitment to safeguarding and protecting the welfare of children and young people | E | I |
| Commitment to equality and diversity | E | I |
| Commitment to health and safety | E | I |
| Commitment to sustaining regular attendance at work | E | A/R |
| **Note: We will always consider your references before confirming a job offer in writing**. | | |