**Job Description**

**Class Teacher with TLR (Key Stage Responsibilities)**

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| **Grade** | Teacher Main Pay Scale plus TLR |
| **Hours** | Full Time |
| **Primary Purpose of the Job** | * The professional duties of a teacher, as set out in the School Teachers’ Pay and Conditions document. * Some Key Stage responsibilities |
| **Responsible to** | Principal |
| **Principal Responsibilities** | * To be responsible for the planning, teaching and learning in your class. To liaise with Subject Co-ordinators and other teachers to ensure continuity and progression throughout the curriculum and whole school initiatives. * Contribute to day-to-day management of the Key Stage |

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| **MAIN DUTIES** |
| 1. **As a teacher of Vantage Academy Trust, you will** |
| * Motivate children to learn and effectively differentiate, organise and manage a large class of children * Establish good relationships and good working practices in your classroom and across the school community. * Communicate effectively with children, staff, parents and the wider community * Lead, support, motivate and direct Teaching Assistants. * Ensure that school policies and practices are rigorously followed. * Evaluate pupils’ progress, achievement and attainment on a regular basis in line with school policy and procedure and report to the principal, colleagues, parents and other professionals as required. * To provide feedback to children about their work to ensure continuity, progression and excellent presentation in accordance with the school’s agreed marking policy. * Support the ethos and values of the school and follow high standards of professionalism. * Monitor the standards of behaviour, attainment and achievement within your class and share in the corporate responsibility for all our pupils’ behaviour, care and provision. * Take responsibility for the pastoral care of children in your class, liaising with other members of staff and external agencies as necessary. * Display a willingness to lead a subject, or area (not required for NQT) * Liaise with other teachers in order to ensure continuity and progression across the whole school. * Manage and lead the organisation and safe execution of educational visits for your class. * Engage positively with parents and carers. * Ensure that the environment within and around the classroom is tidy, stimulating, follows school policy and is a true reflection of the ethos of the school. * Keep up to date with current educational practice by attending such training and CPD as may be required. * Prepare for and participate in all staff and parental meetings relevant to the role of the class teacher. |

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| 1. **Within your additional responsibilities for the Key Stage, you will:** |
| * Contribute to day-to-day management of the phase to ensure effective provision is maintained leading to improve pupil outcomes * Work with relevant staff to organise timetables, rotas and cover * Lead parent meetings * Co-ordinate induction of new pupils * Co-ordinate induction of supply teachers, visitors, students and volunteers * Contribution to leadership of Key Stage SATs, assessments and moderation * Contribution to co-ordination of Key Stage plays/ performances/ events/ sports day * Identify relevant school improvement issues * Define and agree appropriate improvement targets * Help to identify potential and talent and co-ordinate CPD needs and opportunities * Evaluate the impact of all improvement activities on the quality of teaching and learning * Identify appropriate attainment and achievement targets * Monitor pupil standards and achievement against annual targets * Monitor planning, curriculum coverage and learning outcomes * Monitor standards of pupil behaviour and application * Lead evaluation strategies to contribute to overall school self-evaluation * Plan and implement strategies where improvement needs are identified * Maintain personal expertise and share it with others * Act as a role model of good classroom practice for other teachers, modelling effective strategies for them * Monitor and evaluate standards of teaching, identifying areas for development * Plan and implement strategies to improve teaching where needs have been identified * Induct, support and monitor new staff within the Key Stage, ensuring they have access to training and support when necessary. * Support the Performance Management Review cycle for staff within the Key Stage |

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| 1. **Support for the school:** |
| * To attend relevant courses and staff training as required. * Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned). * Contribute to the overall ethos/ work/ aims of the School and Vantage Academy Trust. * Contribute to the school ethos, aims and development/improvement plans. * Appreciate and support the role of other professionals. * To carry out other duties commensurate with the grade and nature of the post. |

**Customer Care -** To provide quality services that are what our customers want and need. To give customers theopportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your line manager about what customers say in relation to the services delivered.

**Develop oneself and others** - To make every effort to access development opportunities and ensure you spendtime with your line manager identifying your development needs through your personal development plan. To be ready to share learning with others and to take part in the school’s system of annual appraisal of performance.

**Valuing Diversity** -To accept everyone has a right to their distinct identity. To treat everyone with dignity andrespect, and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

**Safeguarding** – Vantage Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.



**Person Specification**

**Class Teacher with TLR (Key Stage Lead)**

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| **STAGE ONE** | | | Disabled candidates are guaranteed an interview if they meet the minimum essential requirements | |
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| **MINIMUM ESSENTIAL REQUIREMENTS** | | | | **METHOD OF ASSESSMENT** |  |
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| **SKILLS AND COMPETENCY** | | | |  |  |
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| 1. | Qualified Teacher Status | | | Application form |  |
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| 2. | Minimum three full academic years’ experience of teaching | | | Application form |  |
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| 3. | To be a ‘good’ or ‘outstanding’ teacher | | | Application form |  |
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| 4. | Secure knowledge of the pedagogy and curriculum | | | Interview/ Application form |  |
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| 5. | Understanding of your responsibilities under the SEND code of practice | | | Interview/ Application form |  |
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| 6. | Experience of tracking pupil progress | | | Interview/ Application form |  |
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| 7. | Able to motivate children to learn and effectively, differentiate and organise and manage a large class of children | | | Interview/ Application form |  |
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| 8. | Able to provide a tidy, stimulating and attractive class environment | | | Interview/ Application form |  |
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| 9. | Able to communicate effectively with children staff, parents and the wider community | | | Interview/ Application form |  |
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| 10. | A commitment to continuing training and professional learning, training and development as required. | | | Interview/ Application form |  |
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| 11. | Able to relate well and communicate with others | | | Interview/ Application form |  |
| 12. | Able to listen to and gain the respect of others | | | Interview/ Application form |  |
| 13. | Adaptable, with a willingness to embrace change | | | Interview/ Application form |  |
| 14. | Organised, methodical and displaying high motivation and high expectations of children | | | Interview/ Application form |  |
| 15. | In sympathy with the vision, aims and ethos of the school | | | Interview/ Application form |  |
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| **MINIMUM ESSENTIAL REQUIREMENTS** | | | | **METHOD OF ASSESSMENT** |  |
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| **CORE ORGANISATIONAL COMPETENCIES** | | | |  |  |
|  |  | **Valuing Diversity** | | Interview |  |
|  |  | Listen to and support the diverse contributions made to the school/setting without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how valuing diversity and inclusion can improve our ability to deliver better services and reduce disadvantage. | |  |  |
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|  |  | **Caring for Customers**  Listen and respond to customer need. Network with others to develop services for the benefit of the school community. | | Interview |  |
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|  |  | **Developing Self and Others**  Be willing to share learning and encourage others to do the same. Listen to others and respond to their needs. Strives for improvement and take responsibility for own development. Be self-confident and lead by example.  **Health and Safety**  Ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk.  **Confidentiality**  Acknowledge the need to always maintain confidentiality and to become aware of the National, Local Authority, Trust and School policies on Confidentiality, and the management and sharing of information.  **Energy Efficiency**  Be aware of the energy efficiency issues in own area of work and throughout the organisation | | Interview  Interview  Interview  Interview |  |

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| **STAGE TWO** | **To be used in the event of many applicants meeting the minimum essential requirements** | |
| **ADDITIONAL/ DESIRABLE REQUIREMENTS** | | **METHOD OF ASSESSMENT** |
| 1. | Experience of Assessment for learning | Interview/Application form |
| 2. | An interest in customising the curriculum to make it more exciting and relevant | Interview/Application form |
| 3. | Willingness to run an extra-curricular club | Interview/Application form |
| 4. | Awareness of current initiatives in education | Interview/Application form |
| 5. | Ability to maintain a sense of humour | Interview/Application form |
| 6. | Display energy and enthusiasm | Interview/Application form |
| 7. | Be a supportive and pro-active member of a team | Interview/Application form |
| 8. | Experience of providing guidance and support to colleagues in teaching and learning | Interview/ Application form |
| 9. | Experience of leading a subject or phase within a Key Stage | Interview/ Application form |
| 10. | Experience of leading Staff INSET | Interview/ Application form |



Note to Applicants: **Please try to show in your application form how best you meet these requirements**

As part of your application for this role, you must also include a 500 word summary explaining why you feel you are suited to the role of taking some responsibility for Early Years/ Key Stage 2.