

**TEACHING STAFF
JOB DESCRIPTION**

ROLE TITLE	Class Teacher
CONTRACTED HOURS	Full time / year-round
GRADE / SCALE POINT – SALARY	MPS / UPS + SEN Allowance
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance. All members of the Trust are responsible personally and collectively for supporting pupils in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the Core Values at all times;
- Nurturing passions and interests and stimulating their intellectual curiosity;
- Continuously raising aspirations and self-esteem;
- Intentionally developing Leadership
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting pupil voice;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

General Teaching Responsibilities

1. Engage in identifying and implementing the priorities of the School Improvement Plan, participating fully in school self-evaluation;
2. Comply with and uphold the policies of the school;

3. Fully understand and comply with the school's policy on safeguarding. Remain alert to pupils' pastoral needs and provide support, in conjunction with school's SENCo and Learning Support Assistants (LSAs);
4. Proactively uphold the school's behaviour policy establishing class rules and setting out clear and fair rewards and consequences in accordance with the school's systems; support the Restorative Practice approach to rebuilding and repairing relationships
5. Work as part of the school's teaching team and actively behave as a team member to support colleagues;
6. Oversee and work closely with LSAs, setting out tasks appropriate to the assistant's role and ability; supervise the work of support staff, students and voluntary helpers as required;
7. Ensure that the learning spaces provide a welcoming and stimulating environment to pupils and adults. Classrooms will be vibrant, well-organised and serviceable. Work should be attractively displayed and be clearly and appropriately labelled;
8. Make effective use of PPA time to raise standards;
9. Lead assemblies as required;
10. Play an active role in the full life of the school.

KEY TASKS AND RESPONSIBILITIES

1. Plan and prepare lessons and schemes of work in accordance with school policy, ensuring a variety of learning opportunities for the development of key skills;
2. Maintain individual records of pupil's experiences and achievements in the lessons taught by you and use data to inform future planning;
3. Contribute, as required, to the annual review process including the writing of reports in accordance with school policy;
4. Prepare, implement and monitor individual learning plans for pupils in accordance with school policy;
5. Lead the class team to ensure collaborative working for the benefit of the pupils;
6. Work collaboratively with colleagues, parents/carers, educational psychologists, therapists, social services and other outside agencies who may be involved with pupils for whom you have a responsibility;
7. Have a thorough awareness of and regard for the confidential nature of many aspects of school information relating to individual pupils;
8. Co-operate with colleagues to ensure the achievement of the aims of the school;
9. Take responsibility for overseeing an area of the curriculum, as agreed with Headteacher

10. Promote positive pupil behaviour in line with school policies;
11. Take part as required in meetings in relation to the curriculum and organisation of the school;
12. Participate in arrangements for professional development as outlined in the school development plan or identified through the appraisal process and take responsibility for own development;
13. Ensure the activities in which pupils are engaged are conducted in a disciplined, safe and healthy environment and in line with school policy;
14. Undertake full safeguarding checks and training. Report safeguarding concerns to the Principal and liaise with Social Care colleagues as required.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times. The Deputy Headteacher will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.

The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the school and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the school and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Headteacher, Director of Education or a member of the Trust Executive Leadership Team which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Qualifications	<p>Qualified teacher status.</p> <p>Recent and relevant in-service training.</p>	
Knowledge and Experience	<p>A sound knowledge and understanding of teaching and learning and approaches for pupils with special educational needs.</p> <p>A commitment to quality of learning for all pupils.</p> <p>Motivate, inspire and have high expectations of all pupils and the ability to respond to their individual needs.</p> <p>Ability to work effectively as part of a multi-disciplinary team, liaising effectively with other professionals to meet the needs of individual pupils.</p> <p>An ability to work with assistant staff, enabling them to actively contribute to the learning process for pupils.</p> <p>A clear view of planning, assessment, monitoring and evaluation, including the development of key skills.</p> <p>An ability to devise and implement individual learning plans to meet the specific needs of each pupil.</p> <p>An ability to integrate detailed planning for individuals with long, medium- and short-term curriculum planning.</p> <p>A sound knowledge and understanding of the use of ICT to support teaching and learning.</p> <p>A commitment to the social inclusion of pupils with SEN.</p> <p>Ability to promote the spiritual, moral, social and cultural development of all pupils.</p>	<p>Knowledge of the Early Years Curriculum and/or continuous provision in Key Stage 1 or 2</p>
Skills and Aptitudes	<p>Ability to communicate effectively with pupils, staff, parents and others involved in the life of the school.</p>	<p>Counselling and mediation skills.</p>

	<p>A commitment to high achievement and a pupil centred approach.</p> <p>Good organisational ability.</p> <p>A good sense of humour.</p> <p>An ability to remain calm under pressure and work to deadlines.</p> <p>A commitment to continuous professional development.</p> <p>Adaptability to changing circumstances and new ideas.</p> <p>Effective time management.</p> <p>Ability to critically evaluate own performance.</p> <p>Awareness of, and commitment to, equalities issues.</p>	
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