



Job Profile

Job Title:	Teacher (KS1 or KS2)
Salary:	Mainscale (£23,720 - £34,325) pro rata or Upper Payscale (£36,646 - £39,406) pro rata
Post Name:	Teacher – Part Time 0.6 FTE – Fixed term for 1 year
Key Base:	Broom Leys Primary School <i>With the flexibility to work in other schools within the MAT as required.</i>
Hours:	0.6 FTE – 3 days per week
Responsible to:	Headteacher, Deputy Head teacher , Phase Leader
Accountable to:	Chief Executive Officer
Core Purpose:	<p>To develop young people’s potential academically, socially, morally, spiritually and emotionally in a stimulating and challenging environment in order to produce young people who can think independently, behave responsibly and continue to learn successfully.</p> <p>To positively support the development of the MAT in accordance with the School Development Plan.</p>
Job Purpose:	<ul style="list-style-type: none"> ▪ To implement and deliver an appropriately broad, balance, relevant and differentiated curriculum for pupils to support a designated curriculum area as appropriate. ▪ To monitor and support the overall progress and development of pupils as a teacher ▪ To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential ▪ To contribute to raising standards of pupil attainment ▪ To share and support the school’s responsibility to provide and monitor opportunities for personal growth and enjoyment

Continues overleaf:

To whom the post holder reports

The postholder is responsible to:

- The headteacher in all matters.
- The relevant member of the school leadership group in respect of curriculum and pastoral matters

Professional Relationships

- The postholder is expected to interact on a professional level with colleagues in order to promote a mutual understanding of the school curriculum with the aim of improving teaching and learning across the school

Duties and responsibilities specific to the post

- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies
- To contribute to the achievement of the school's development plan and its implementation
- To plan and prepare lessons
- To contribute to the whole school's planning activities

Generic Duties & Responsibilities

- The duties and responsibilities detailed within this job description should be supplemented by those accountabilities, roles and responsibilities common to all classroom teachers, as set out within the Teachers Standards and Academy Performance Management
- Employees will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applications or continued employment for any employee who develops a disabling condition.

In your role you will be expected to:

1 Set high expectations which inspire, motivate and challenge our students

- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

2 Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes
- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' 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 of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

- have a good understanding of the curriculum requirements for students with special educational needs

4 Plan and teach well-structured lessons

- impart 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 students 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).

5 Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, 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.

6 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 students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

7 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 the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

8 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
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

Other Specific Duties

- To play a full part in the life of the academy community, to support its distinctive aims and ethos and to encourage staff and students to follow this example.
- To support the academy in meeting its legal requirements for worship.
- To promote actively the academy's corporate policies.
- To continue personal development as agreed.
- To comply with the academy's health and safety policy and undertake risk assessments as appropriate.

- To undertake any other duty as specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is current at the date shown, but following consultation with you, may be changed by school leaders to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Policies and Legal Framework

To work within the framework of national legislation, the Academy's Articles of Association and Funding Agreement. In addition, the post is subject to compliance with:

- Academy policies and guidelines.
- Teacher Standards
- Safeguarding of Children in Education

SPECIAL FACTORS

- The nature of the work may involve the jobholder carrying out work outside of normal working hours.
- This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and is defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006. Therefore, a **DBS enhanced check for a regulated activity (includes a barred list check) is an essential requirement.**

This Job Profile sets out the duties and responsibilities of the job at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the job.

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The Apollo Partnership Trust is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Postholder's signature:			
Printed:		Date:	
SLT signature:			
Printed:		Date:	