



Job Title - Teacher

Grade range	MPS/UPS
Hours	32.5
Reports to	Executive Headteacher and Head of School

Job Description

The following information is provided to assist staff to understand the work content of their post and the role they are to play in the school.

Whilst every endeavour has been made to outline all the duties and responsibilities of this post, a document such as this does not permit every item to be specified in detail. Broad headings therefore may have been used below, in which case all the usual associated routines are naturally included in the job description.

Purpose of role:

As a Primary school teacher you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery. You should be fully committed to raising attainment across the whole school and across all subjects that you are required to teach. You will be acutely aware of the strategies required to achieve the highest standards across the curriculum.

You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

As a Classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.

Key accountabilities (and specific duties / responsibilities):

EFFORT DEMANDS

- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick,



injured or distressed child

RESPONSIBILITIES

Teaching:

- To teach students according to their individual educational needs, including the appropriate setting and marking of work to be carried out by the students.
- Identifying effective intervention and mentoring strategies for students.
- To mark and grade students work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
- Prepare pupils for internal and external assessments and examinations.
- To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties.

Health, Safety and Discipline:

- To ensure a safe, secure and healthy environment for students
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

Whole school organisation and strategy:

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits.
- To contribute to the development, implementation and evaluation of school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

Management of staff and Resources:

- To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
- To supervise and support the work of classroom support, teaching assistants, trainee teachers and newly qualified teachers (NQTs).
- To efficiently deploy such resources as are allocated/delegated to you.
- Contribute to the recruitment, selection appointment and professional development of other teachers and support staff.



Professional Development:

- To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
- Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

Communication:

- To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events.

Working with colleagues and other relevant professionals:

- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

Environmental demands/Working Conditions:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

Advanced Threshold Level

The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.



- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Other considerations

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Name (print) :	
Signed :	
Dated :	

Co-op Academy Princeville is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments are made subject to an enhanced check with the Disclosure and Barring Service and a medical declaration.

Co-op Academies Trust, as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf.

In line with KCSiE 2022, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.



Personal Specification - Teacher

Attributes	All attributes are essential (E) unless otherwise stated	How measured, e.g. application form (A), interview (I) test (T)
<p>Qualifications</p> <ul style="list-style-type: none"> • Honours degree or equivalent in relevant subject • Qualified Teacher Status • Professional qualification or relevant experience 		<p>A A A / I</p>
<p>Experience</p> <ul style="list-style-type: none"> • Proven record of success as an outstanding Teacher • An understanding and demonstration of barriers to learning and how those may be overcome • Experience of managing pupil performance and intervention strategies to raise performance • Previous teaching within primary education • Experience of safeguarding and additional educational needs • Experience of working alongside employer partners to achieve learning objectives • Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level 		<p>A / I A / I A / I A A / I A / I A / I</p>



<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none">• Ability to communicate effectively with a range of internal and external stakeholders• Excellent literacy, numeracy and IT skills• In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level		A / I A / I / T A / I
<p>Personal Qualities</p> <ul style="list-style-type: none">• Be creative and inspirational and engaging in the classroom• Hardworking• Excellent communication and listening skills• Be able to work collaboratively• Have a caring and nurturing• Be empathetic and patient• Be adaptable and willing to share best practice		A / I / T A / I / T A / I / T A / I / T A / I / T A / I / T A / I / T

This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.