



TEACH POOLE – MULTI ACADEMY TRUST

JOB DESCRIPTION

Job Title:	EYFS / KS1 / KS2 Class Teacher
School:	TEACH Poole
Responsible to:	CEO / Headteacher / Deputy Headteacher
Responsible for:	Year Group Support Staff

Main Job Purpose:

Make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers 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.

Follow the vision and values of the Teach Trust which underpin all that we, as teachers, aim to achieve at our Infant and Junior Schools.

You will:	Accountability Statement
1. Set high expectations which inspire, motivate and challenge pupils.	• Establish a safe and stimulating environment; • Set challenging goals for all pupils from all backgrounds and abilities and dispositions; • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils.	• Ensure good attainment, progress and outcomes for all pupils through consistently good or better teaching ; • Plan teaching to build on pupils' capabilities and prior knowledge; • Guide pupils to reflect on progress; • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching; • Encourage pupils 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 EYFS, Key Stage 1 and 2 curriculum, fostering and maintaining pupils' interest in subjects; • Demonstrate a critical understanding of developments in the curriculum; • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, standard English, and specialist subject areas;

	• When teaching reading, demonstrate a good knowledge of phonics and reading development; • When teaching mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. Plan and teach well structured lessons.	• Impart knowledge and develop understanding through effective use of lesson time; • Promote lifelong 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, creative curriculum across all subjects.
5. Adapt teaching to respond to strengths and needs of all pupils.	• Differentiate teaching and work appropriately, using approaches which enable all pupils to make progress; • Have a secure understanding of a range of factors can inhibit pupils' ability to learn, and how best to overcome these; • Demonstrate an awareness of the physical, social and intellectual development of children, and adapt teaching to support pupils at different stages of development; • Have a clear understanding of the needs of all pupils, including those with special educational needs, those with high ability, those with English as an additional language, those with disabilities, and be able to use distinctive teaching strategies 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 and school designed and agreed assessment materials; • Make good use of formative and summative assessment to secure pupils' progress; • Apply the principles of Assessment for Learning to all teaching and learning opportunities; • Use and interpret relevant data to monitor progress, set targets and plan subsequent lessons; • Give pupils regular feedback, both orally and through accurate marking, and ensure pupils respond to the feedback.
7. Manage behaviour effectively to ensure a good and safe learning environment.	• Follow agreed class charters for behaviour in classrooms, and instil in pupils the ethos and principles of Rights' Respecting behaviours and understanding (both in classrooms and all other areas of the schools); • Follow consistently the schools' agreed behaviour (and associated) policies; • Have high expectations of behaviour and use a range of discipline strategies, including 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.
8. Fulfil wider professional	• Make a positive contribution to the wider life of the

responsibilities.	schools; • Develop effective professional relationships with colleagues, know 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/carers with regard to pupils' achievements and well-being. • A can-do attitude to overcoming obstacles. • Preparedness to go above and beyond. • Resilience and stamina.
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PERSONAL AND PROFESSIONAL CONDUCT	
A teacher is expected to demonstrate consistently high standards of personal and professional conduct, both within and outside the school.	
You will:	Accountability statement:
1. Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.	• Treat pupils with dignity, building relationships in mutual respect, and at all times observe proper boundaries appropriate to a teacher's professional position, including online or through social networks; • Have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; • Show tolerance of and respect for the rights of others; • Not undermine fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; • Ensure that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
2. 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.	• Model and follow the vision and values of the schools and encourage in pupils and colleagues: lifelong learning, harmony, creativity and respect; • Live out the principles which underpin the schools as a Level 2 Rights' Respecting Schools; • Put children, their learning and well-being first.
3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	• Follow the agreed National and School-led curriculum and other associated curriculum guidance; • Meet the requirements of the New teacher Standards 2012; • Develop professionally and be appraised through the Teacher Appraisal and Capability Policy.



TEACHER PERSON SPECIFICATION

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School:	TEACH Poole

ATTRIBUTES	CRITERIA	METHOD OF ASSESSMENT
Experience	Knowledge and experience of teaching in EYFS, Key Stage 1 and 2	Application form Reference Interview
Qualifications & Training	- Degree and/or professional qualification - Recognised professional teaching qualification	Certificate
Aptitudes & Abilities	- Outstanding classroom practitioner - Able to work effectively in a team - Highly developed communication skills with good interpersonal skills - Good time management -able to prioritise workload - Able to inspire and earn respect of children, staff and parents	Application form References Interview Selection process
Attitude / Motivation	- Positive and enthusiastic approach to teaching and learning - Willing to take initiative and be self motivated - Exhibit a warm, caring attitude - Awareness of the differing needs of children and commitment to inclusion - A can-do attitude to overcoming obstacles - Preparedness to go above and beyond - Resilience and stamina	Application form Interview References Selection process
Other Factors	No criminal record which would be incompatible with the post	DBS Enhanced disclosure