**Mercia Primary Academy Trust**

**Job Description - Classroom Teacher & Middle Leader**

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| **Knowledge and Understanding*** Have a developing knowledge and understanding of the Trust’s aims, mission statement, priorities, targets and action plans.
* Have a clear and up to date knowledge and understanding of the National Curriculum.
* Be aware of wider curriculum developments which are relevant to your work.
* Be familiar with and able to assess pupil achievement.
* Have a clear knowledge and understanding of what constitutes quality learning and teaching, and the strategies prioritised for improving and sustaining high standards and achievement for all pupils, in line with the school’s Learning and Teaching policy.
* Be aware of the implications of the Code of Practice for SEN and apply these to the teaching and learning of pupils.
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| **Supporting and Developing Teaching and Learning*** Be familiar with all school policies and implement them as appropriate.
* Demonstrate consistent and effective use of a range of appropriate strategies for teaching and classroom management, demonstrating high expectations of pupil behaviour.
* Set challenging expectations and targets for pupils learning.
* Regularly liaise with Senior Leaders, other staff, parents and on occasion external agencies to ensure clear, relevant IEPs are developed, delivered, monitored and revised as appropriate.
* Develop the professional knowledge and skills of teaching assistants and volunteers, through example and discussion.
* Deploy support staff effectively, to best support the learning of pupils.
* Demonstrate clear and effective planning, contributing ideas to long, mid and short term planning processes and sequencing lessons to meet the needs of all learners.
* Specifically to plan and deliver in conjunction with other staff all subjects for relevant year group.
* Set clear learning objectives and establish regular assessment opportunities, within every area of learning.
* Demonstrate a range of teaching styles.
* Regularly reflect upon your own practice.
* Achieve constructive working relationships with all pupils.
* Contribute to team working, displaying mutual respect and support, through carrying out delegated tasks with responsibility, and using initiative to improve provision.
* Contribute to the professional development of whole school developments through assisting with INSET when requested.
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| **Assessment, Monitoring and Evaluating**Monitor and evaluate your own performance, and support the raising of standards in pupil learning, through reflecting on and discussing with Senior Leaders:* Curriculum delivery (through planning, assessment, gathered pupil data, observation and discussion).
* Teaching methodology.
* Learning outcomes.
* Progression of learning throughout the Primary Phase.
* Trends in standards.
* Having an open approach to monitoring as a development opportunity.
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| **Relationships with Parents and the Wider Community*** Establish a partnership with parents and involve them in their child’s learning through personal contact, providing written and oral information, supporting the delivery of workshops etc.
* Develop links within the wider community, including business and industry, to enrich the curriculum and broaden pupil knowledge and understanding.
* Communicate with Governors, other stakeholders and partners as appropriate.
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| **Managing Your Own Performance and Development*** Take responsibility for your own professional development through communicating needs to Senior Leaders following agreed procedures.
* Achieve challenging professional goals.
* Aspire to constantly learn.
* Prioritise and manage your own time effectively.
* Communicate concerns openly and professionally to an appropriate person (i.e. someone who can do something about it).
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| **Strategic Development*** Demonstrate an active contribution to the policies and aspirations of the school.
* Be aware of and explore national educational developments.
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| **Managing Resources*** Communicate resource needs to subject leaders.
* Deploy and allocate resources with maximum efficiency.
* Maintain existing resources and contribute ideas to further develop resources.
* Use the accommodation to create an effective and stimulating teaching and learning environment.
* Ensure that the environment is safe for working and learning in which risks are properly assessed, in line with the school’s Health and Safety policy.
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| **Summarily**Strive to be an effective and motivational professional who challenges and supports staff and pupils to do their best through:* Inspiring trust and confidence.
* Building team commitment.
* Engaging and motivating pupils and colleagues.
* Analytical thinking.
* Positive action to improve the quality of learning within the school.
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**Person Specification – Teacher**

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| **Factors** | **Essential** | **Desirable** | **Measured by\*** |
| **Qualifications and Skills*** Graduate
* Qualified teacher
* Excellent classroom practitioner
* High expectations of work and behaviour
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| **Professional Knowledge*** Clear understanding of what makes effective learning
* Have secure subject knowledge to teach effectively across the Primary Phase
* Know and be able to personalise learning
* Support pupil progress and well being
* Make effective use of assessment
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| **Professional Skills*** To ensure colleagues are appropriately guided and involved in supporting pupils learning
* Work as a team member and share effective practice with colleagues
* Evaluate impact of teaching on progress
* Modify and adapt practice as necessary
* Proactively develop own skills and learning
* Have as awareness, understanding and commitment to all aspects of inclusion
* Ability/willingness to undertake a negotiated subject leadership role
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| **Personal Qualities*** Communicate effectively with adults and children
* Highly motivated and committed to collaborative and co-operative working
* Adaptable
* Be able to prioritise and manage time effectively
* Caring with a good sense of humour
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\*Key: A = Application, I = Interview, O = Observation, R = Reference