



SEAX Multi-Academy Trust

Employee's Name

Employee's Signature Date

**Class Teacher
Main Pay Range**

Job Description & Person Specification

Job Title:	Class Teacher
Grade:	Main Pay Range 2-6 + 1 SEN Allowance [OR NQT Main Pay Range 1]
Based at:	THRIFTWOOD SCHOOL & COLLEGE
Reports to:	Headteacher, Deputy Headteacher
Responsible for:	Learning Support Staff
Liaison with:	Teaching staff, support staff, Headteacher, pupils, parents/carers
Job Purpose:	To assist in maintaining and developing the School, providing the highest standard of teaching and learning for all pupils with special educational needs and other complex learning difficulties
Principal Accountabilities:	<p>"Teachers 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 up to date, and are self-critical; forge positive professional relationships, and work with parents in the best interests of their pupils."</p> <p><i>Teachers' Standards September 2012</i></p>



Job Description: Class Teacher

The over-riding expectation is that employees and those engaged to work within the SEAX Trust will adopt high standards of personal conduct, in order to maintain the confidence and respect of their colleagues, pupils or students, the public in general and, indeed, all those with whom they work or come into contact within the course of their employment or engagement by the individual academy.

Core Duties

- Play a full part in the life of the school, promoting and modelling our ethos of respect and equality
- Promote excellence and enjoyment in the classroom and in all aspects of school life
- Demonstrate commitment to safeguarding and actively promoting the well-being of children and young people
- Plan, prepare and deliver motivating lessons, in accordance with the school's Teaching & Learning Policy and Curriculum Offer
- Create a positive, stimulating and innovative environment for learning
- Maintain a well organised classroom with appropriate displays, resource areas and materials

Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviours expected of pupils

Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Be aware of pupils' capabilities, and their prior knowledge, and plan teaching to build on these
- Guide pupils to reflect on the progress they have made and their emerging needs
- 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

Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies



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 pupils 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)

Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' abilities 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 pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with social, emotional and mental health 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

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 pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

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 behavior, 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 pupils' needs, in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

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
- Communicate effectively with parents with regard to pupils' achievements and wellbeing

General duties

- Assist the Headteacher by taking an area of responsibility within the school, as agreed with the Headteacher, depending on the strengths/interests of the teacher and the current needs of the school
- Work with support staff and other Teachers in the classroom to effectively plan for a range of needs and be supportive of, and sensitive to, the needs of colleagues
- When required, take a leading role in an area of school development
- Advise other staff, including NQTs and students on teaching practice and assist with professional development for staff and LAC members when required to do so
- Encourage **interaction and teamwork** within the school and Trust; sharing ideas and new initiatives
- Actively engage in the **professional development programme**, monitor and assess own performance and take a proactive approach to professional development
- Participate in the **performance and development review process**, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- Contribute to the overall **ethos, work and aims** of the academy
- Comply with all **academy and Trust policies and procedures**, including the Code of Conduct and those relating to child protection, equal opportunities, health & safety, confidentiality and data protection, reporting concerns to an appropriate person.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The SEAX Trust and all of its academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.

This job description will be reviewed annually and may be subject to change or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.

Person Specification: Class Teacher

Personal and Professional Conduct

'A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:



- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position.
- Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must 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.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.’

Teachers’ Standards 2012

Education	Essential	Desirable
Educated to degree level or equivalent	✓	
QTS, QTLS or equivalent teaching qualification	✓	
Knowledge of or qualification in First Aid		✓
Experience		
Current experience of working in an educational environment	✓	
Experience of working with special educational needs		✓
Experience of managing and developing a small, effective team and motivating the team to achieve its full potential		✓
Experience of developing and sustaining positive relationships with a wide range of internal and external stakeholders		✓
Skills, abilities and knowledge		
Knowledge and understanding of education policies and practices relating to the education and training of children and young people	✓	
A ‘can do’ attitude and ability to generate high expectations, enthusiasm and commitment in both adults and young people	✓	
Ability to differentiate between individuals within a group setting	✓	
Relentless pursuit of the best possible education and learning in the interests of all children and young people	✓	
Strong inter-personal skills in coaching individuals at all levels to perform against their targets and objectives	✓	



Strong organisational skills	✓	
The ability to analyse and use data to establish benchmarks and set realistic targets for improvement	✓	
The ability to make effective use of stretched resources, including an ability to be creative	✓	
An understanding of what constitutes an effective classroom with high quality provision	✓	
Personal qualities		
A belief in the rights of children and young people to high quality education and to raising standards of achievement while recognising the value and worth of each individual and providing an experience which meets their needs	✓	
A consistently high level of professionalism	✓	
The ability to uphold the individual academy and wider Trust's vision	✓	
Decisiveness, including challenging children, young people and others to produce positive outcomes	✓	
Ability to work calmly, patiently and sensitively under pressure and to manage and resolve conflict	✓	
A flexible style that involves appropriate stakeholders in decision making	✓	
A lifelong learner who understands the value of creative and innovative thinking	✓	