

Job Description- Teacher Upper Primary/Key Stage 3 (Newcastle Bridges School)

Post Title	Teacher
Salary Grade	MPS/UPS per annum depending on relevant teaching experience, plus SEN allowance
Reporting To	Headteacher
Line Management of	To be allocated

Job Purpose (including main duties and responsibilities)

- To carry out the professional duties of a Teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's schemes of work and the National Curriculum.

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

Generic Responsibilities

- Establish a purposeful and safe learning environment and support learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the school behaviour policy.
- Contribute to the monitoring and development of the required subject/s area to ensure suitable opportunities are provided for learner aspirations to be met.
- Plan effectively in the short, medium- and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and the needs of learners are met. Plan and prepare homework and other out of class work.
- Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met, and excellence and enjoyment is achieved. Deliver lessons to groups of learners or classes. Demonstrate the positive values, attitudes and behaviour expected from learners.
- Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Provide timely, accurate and constructively feedback on learners' attainment, progress and areas of development.
- Demonstrate ongoing development and application of teaching practice, expertise and subject specialism and/or phase knowledge to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.
- Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.
- Contribute to the development and implementation of priorities, policies and activities in

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order to enable the achievement of whole school aims.

- Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of well-being of children and young people. Take appropriate action where required.
- To work effectively with / be aware of and assist integrated processes, such as Common Assessment Framework and local opportunities which support ECM and NCYPP aims for children, young people and their families.
- Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.

Specific Responsibilities

- To plan on a daily basis for all pupils in the required subjects.
- To monitor the delivery of set/planned objectives to pupils within the required subject area/s.

In addition, Upper Pay Spine teachers are expected to:

- Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- Give advice on the development and well-being of children and young people, if required
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Other Specific Duties

- To play a full part in the life of the school community and support the aims and ethos of the school by adhering to the school vision
- Set a good example in terms of dress, punctuality and attendance
- Uphold the schools' behaviour policy and code of dress for pupils
- To take responsibility for own professional development and to positively engage with development opportunities offered by the school and Trust
- To take responsibility for own wellbeing by positively engaging with support, advice and guidance from the school and Trusts leadership team
- To engage actively in the performance review process
- Undertake any other duty as specified by STPCD not mentioned above
- Whilst every effort has been made to explain the main duties for this post work each individual task may not have been identified
- Comply with any reasonable request from a manager to undertake work of a similar level not specified in this job description
- Be courteous to colleagues and provide a welcoming environment to visitors

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General

The post-holder will be expected to undertake any appropriate training provided by PROSPER to assist them in carrying out any of the above duties.

The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.

The school will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but in consultation with you may be changed by the Headteacher to reflect or anticipate changes in school priorities or the job commensurate with the job grade and title.

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PERSON SPECIFICATION – Teacher Upper Primary/Key Stage 3 (Newcastle Bridges School)

Method of Candidate Assessment: A = Application
I = Interview
L = Lesson Observation
R = Reference

Essential	Desirable	Assessment
Skills, knowledge and aptitudes		
Excellent classroom practitioner	Understands the framework for inspection of schools	A/I/L/R
Excellent understanding of how main subject and subsidiary subjects can be taught to pupils with complex needs	Can teach other subjects or general subjects appropriate to the curriculum for pupils with complex needs	A/I/L/R
Knowledge and understanding of pupils with a wide range of learning needs		A/I/L/R
Clear understanding of and adherence to teacher standards		A/I/L/R
Clear vision of how the subjects can be delivered to enhance the curriculum		A/I/L/R
Sound understanding of assessment, recording and reporting processes		A/I/L/R
Excellent verbal and written communication skills		A/I/L/R
Commitment to raising the academic and personal achievement of pupils		A/I/R
Qualifications and training		
DfE recognised teaching qualification and QTS or equivalent	Further professional development	DfE check A/I/R
Experience		
Made significant contribution to teaching in their present school/or been recognised as a very good teacher in training	Experience of teaching other or general subjects to pupils with additional needs	A/I/R
Teaching experience in upper key stage 2 and or/ key stage 3	Experience of teaching pupils with learning difficulties	A/I/R
	Experience of teaching pupils with SEMH needs	A/I/R

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Essential	Desirable	Assessment
Personal qualities		
Enthusiasm and drive		I/R
Flexibility and positive attitude to change		I/R
Willingness to ask for advice and support where necessary		I/R
Calm, confident and professional manner		I/R
High expectations of pupil achievement		I/R
Ability to form and maintain appropriate relationships and personal boundaries with children and young people with learning difficulties		I/R
Ability to manage change and meet competing deadlines		I/R
Special requirements		
Cleared to work with children		I/R DBS Clearance
Willing to take part in out-of-school activities		I/R
Prepared to respond positively to professional development opportunities offered by the school		I/R

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