NEW BRIDGE
MULTI ACADEMY TRUST

Job Description/Person Specification

Class Teacher

Job Description	
Job Title:	Class Teacher
Pay Grade / Scale / Range:	Teacher's Pay Range (The New Bridge Group recognises the portability of Teachers' salaries) Plus, SEN allowance
Benefits and Perks:	Occupational sickness scheme, Teachers' Pension Scheme, Health Benefit Scheme, up to 5 days TOIL during term time
Working hours:	Standard teachers' terms and conditions
Location:	Based at a site within the New Bridge Group – initially at New Bridge Learning Centre
Special circumstances:	Some out-of-hours working required at busy times.
Staff responsible to:	Head of Site
Staff responsible for:	Support staff
Accountable to:	Chief Executive Officer
Probationary period:	Statutory induction if applicable

Job Purpose:

To ensure all pupils achieve high standards of learning and well-being and to provide high quality education and care in any area of the school which meets the requirements of the below statutory documents:

1. Professional Standards for Teachers (as set out below)
2. The Conditions of Employment for Teachers as defined in the current School Teachers Pay and Conditions Document

Teachers' Standards

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 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.

Part One: Teaching

A teacher must:

1. 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 behaviour which are expected of pupils

2. 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 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

3. Demonstrate good subject and curriculum knowledge
    - Have a secure knowledge of the relevant subjects(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

4. 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 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)

5. 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' ability to learn, and how best to overcome these
   - Demonstrate an awareness of the physical, social and intellectual development of children, and 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 special educational needs; those with disabilities; and be able to use and evaluate distinctive teaching approached 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
   - 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

7. 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 behaviour 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

8. 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 staff effectively
   - Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
   - Communicate effectively with parents with regard to pupils' achievements and well being

Part Two: 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 profession
  - Having regard to 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.

Standard Duties:

- To actively promote the equalities and diversity agenda in the workplace and in-service delivery
- To be familiar with customer care and health and safety policies of the Council/Directorate
- To participate in self-improvement in performance through workplace development
- To undertake any additional duties commensurate with the grade of the post

Contacts:
Pupils, parents, staff, governors, visitors to the school, professionals from outside agencies, teachers from other schools.

Special Conditions:

An Enhanced Disclosure and Barring Service (DBS) check is required for this post

Person Specification

PLEASE NOTE: The emboldened criteria below will be used to shortlist. Only those applicants who demonstrate that they meet those criteria to the satisfaction of the Selection Panel will be invited to interview. Conclusive evidence should therefore be provided against each criterion.

Any candidate with a disability who meets the essential criteria will be guaranteed an interview.

	Selection Criteria	How Assessed
Education and Qualifications	**Qualified teacher status or current trainee working towards QTS** **Evidence of continuing professional development**	Application form and Certificates
Knowledge and Experience	**Experience of planning and delivering learning activities across a range of curriculum subject areas, within the primary and/or secondary sector including lower level learners** **Experience of enhancement of pupil progress gains and raising the attainment and achievement levels of all pupils** **Knowledge and understanding of students with complex learning and mental health difficulties** **Experience of managing challenging behaviour** **Knowledge of current national educational issues** **Experience of current assessment practice and the use of data and pupil progress tracking to ensure that all groups of learners achieve** **Experience of implementing strategies used to establish consistently high aspirations in standards of learning engagement and positive pupil behaviour** **Knowledge and/or experience of how school improvement actions impact on the quality of teaching and learning within the classroom**	Application form/ Interview / observation

	Selection Criteria	How Assessed
Skills and Abilities	**Able to provide evidence of good or outstanding teaching** **The emotional and physical resilience necessary when working with young people with a range of complex needs** **To have high expectations of young people, and a commitment to raising standards of attainment to ensure that they can achieve their full educational potential.** **To be able to build positive relationships with the class group, ensuring consistency and continuity on a daily basis.** **Able to demonstrate high quality, creative and innovative classroom practice to engage, motivate and inspire pupils** **Able to promote learning and enhance skills beyond the curriculum and the classroom** Able to use effectively a variety of teaching and learning styles to enhance teaching, including a wide range of ICT resources Able to communicate clearly, accurately and effectively both orally and in writing with children, parents, colleagues, external agencies and Trustees as appropriate Able to demonstrate knowledge and experience to carry out the responsibilities of a teacher in relation to planning, delivering and assessing the National Curriculum across the primary or secondary phase Able to assess pupils' learning needs and to teach mixed ability pupils within the same class/cohort/group and provide differentiated work to accelerate their progress Have appropriate planning and organisational skills to support teaching, learning, assessment and recording requirements Able to work cooperatively as a team member and to direct the work of Teaching Assistants to effectively support children's learning	Interview / lesson observation

	Selection Criteria	How Assessed
Safeguarding	**Knowledge of Safeguarding and Child Protection expectations** Knowledge and understanding of strategies for inclusion and equal opportunities Knowledge of Health and Safety expectations affecting children and adults across the school	Interview
Work Circumstances	The ability to secure an effective work/life balance but with an expectation that aspects of this role will involve occasional working in the evening and at weekends	Interview