



LONDON BOROUGH OF TOWER HAMLETS

St Paul's Way Foundation

JOB DESCRIPTION	
Post Title Class Teacher and Phase Leader with Responsibility for a Core Curriculum Area	Grade : MPS/UPS TLR 2D
Department : Foundation School	Responsible to : Head Teacher – Primary Phase
Role Summary: <ul style="list-style-type: none">To have a full teaching commitment (release for PPA and Leadership Time).To plan, teach and assess the learning for a class of pupils, to maximise pupil achievement and wellbeing.To liaise with colleagues and parents to maximise pupil achievement and wellbeing.To have a secure knowledge of the full Primary Curriculum	

Key Purpose of the Job

1. To take responsibility for the education and welfare of a designated class of children in accordance with the School's Teachers' Pay and Conditions document and the Professional Standards for Teachers.
2. To have an excellent understanding of the National Curriculum, Early Years Foundation Stage Curriculum, School and LA policies.
3. To maintain effective, high quality teaching and learning with the aim of raising achievement for all pupils.
4. To support, hold accountable, develop and lead the Phase Team in order to secure high quality teaching, to ensure the effective use of resources and secure high standards of learning and achievement for all pupils.
5. To lead and monitor all aspects of the core curriculum subject delegated within the role
6. To ensure that all requirements of the National Curriculum orders for the areas of responsibility are met
7. To contribute effectively to the school performance management system as an appraiser.
8. To be a member of the Leadership and Management Team and contribute as required to whole school management and leadership, beyond your designated curriculum area.

Accountabilities

1. To be responsible to the Head Teacher – Primary Phase, Head Teacher of the Foundation School and Governing Body and to participate in the school's performance management.

Main Responsibilities

1. Work collaboratively with colleagues and support staff assigned to work with children in the class.
2. Promote the school's Graduate Skills: Communication, Investigation, Participation, Networking, Scholarship and Vision.
3. Plan, implement and assess a curriculum, which incorporates the National Curriculum/Foundation Stage Curriculum and is in line with school policies.
4. Demonstrate good classroom practice, expecting and maintaining high standards of work.
5. Assess, record and track the progress and attainment of each child in the class, responding with appropriate curriculum changes in light of the assessments.



6. Use IT effectively for planning, teaching and assessing.
7. To maintain an excellent learning environment which promotes the achievement and wellbeing of pupils.
8. Identify, assess and meet the needs of children with a range of additional educational needs, including EAL, SEND and G&T learners, with support from the Inclusion Manager.
9. Promote positive behaviour, effectively managing the behaviour of children in your class and other children in the school.
10. Foster good relationships with parents / carers and positive partnership with parents to maximise pupil achievement and wellbeing.
11. Take responsibility for the health, safety and wellbeing of all children in your care, reporting concerns to the appropriate member of the leadership or safeguarding team.
12. Actively contribute to the strategic development of the school, as outlined in the Development Plan and under the direction and guidance of the Leadership Team and Subject Drivers.

SENIOR LEADERSHIP AND MANAGEMENT RESPONSIBILITIES

1. To lead a team of teachers and support staff.
2. To identify professional development needs and co-ordinate staff development programmes to raise levels of achievement.
3. To be involved with the development of whole school policies from 3-11 within your own subject area and within others.
4. To be an active member of the Leadership and Management Team and work as a team ensuring appropriate professional conduct and confidentiality where appropriate.
5. To actively support all policy decisions.
6. To work with the Leadership team on interpreting and using data to set effective targets to raise achievement.
7. To assist in planning and implementing timetables, rotas and systems to ensure the smooth day to day running of the school.
8. To co-ordinate and assist with school events, during and out of school hours.
9. To organise and lead assemblies.
10. To actively support staff in maintaining high standards of behaviour among all pupils throughout the school.
11. Present initiatives, policies and progress against the School Improvement Plan targets to Governors and other Stakeholders.

Knowledge and Understanding

1. Demonstrate a thorough and up-to-date knowledge of the teaching of your subject and take account of wider curriculum developments which are relevant to your work

Teaching and Assessment

1. Demonstrate that you consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs
2. Demonstrate that you consistently and effectively use a range of appropriate strategies for teaching and classroom management and, at UPR2 level: *with the majority of your lessons at least "good" or better in OfSTED terms.*(Ref AESOPP)



3. Demonstrate that you consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback **and at UPR3 level:**
 - **Make a distinctive contribution to raising pupil standards** (Ref STRB)

Pupil progress

1. Demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment, making progress as good or better (at UPR2 level "*better*" Ref AESOPP) than similar pupils nationally. (This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.)

Wider Professional Effectiveness

1. take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning
2. make an active contribution to the policies and aspirations of the school
3. and at UPR2 level: *seek to share your expertise with colleagues* (Ref AESOPP) **and at UPR3 level:**
 - 1. Take advantage of appropriate opportunities for professional development**
 - 2. Use professional development effectively to improve pupils' learning**
 - 3. Contribute effectively to the work of the wider team**
 - 4. Play a critical role in the life of the school**(Ref STRB)

Professional Characteristics

- Demonstrate that you are an effective professional who challenges and supports all pupils to do their best through: □ inspiring trust and confidence,
- building team commitment,
- engaging and motivating pupils,
- analytical thinking,
- taking positive action to improve the quality of pupils' learning.

and at UPR3 level:

- **Provide a role model for teaching and learning** (Ref STRB)

Professional Conduct

1. Adhere to the St Paul's Way Trust Code of Conduct at all times.
2. Be aware of the high profile of St Paul's Way Trust and to uphold its standards at all times.
3. Work effectively as a member of a growing team by establishing and maintaining good working relationships and to ensure that care is taken when communicating with others to avoid any unnecessary conflict.
4. Encourage an atmosphere of supportive co-operation and respect.



5. Ensure that a polite, courteous and helpful attitude is demonstrated at all times to the children, their parents, staff members and other agencies.
6. Ensure that punctuality is maintained throughout the day.
7. Manage own workload and plan time effectively.

Professional Development

1. To be a reflective practitioner who is committed to continual personal and professional development and can learn from past experiences.
2. To take responsibility for own professional development and be proactive in keeping up-to-date with curriculum developments, SEN code of Practice and any changes in legislation.
3. To take responsibility for own personal performance and actively seek help when required.
4. To keep abreast of the latest initiatives in regards to SEN, EYFS and the NC and to disseminate information to colleagues and support staff.
5. To attend courses and develop own expertise on advice and agreement of the Head of Infants through the performance management scheme of SPWF.
6. To attend and contribute to staff meetings, professional development training and any other events as requested.

Other professional requirements

1. Undertake other duties as directed by the Head Teacher – Primary Phase.
2. To adhere to all school policies.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation.

Conditions of Service

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

Special Conditions of Service

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up the post, they will be required to give written permission to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

The offer of the post is subject to the receipt of a satisfactory medical report from an Occupational Health physician of your fitness to undertake the duties of the post.



PERSON SPECIFICATION

Phase Leader with Responsibility for Curriculum Aspect

The Person Specification is a picture of the skills, knowledge and experience needed to carry out the job. It will be used in the short-listing and interview process for this post.

1.	Qualifications & Training	Evidenced
1.1	Qualified Teacher Status (QTS)	<ul style="list-style-type: none"> Application Form Document check
1.2	Evidence of recent professional development relevant to the post	<ul style="list-style-type: none"> Application Form Document check
1.3	Evidence of successful appraisal outcomes (linked to the Teacher Standards) for past 3 years	<ul style="list-style-type: none"> Application Form Document check
2.	Experience	
2.1	Previous experience of teaching in schools within a wide range of ethnic, social and religious communities.	<ul style="list-style-type: none"> Application Form Interview Process
2.2	Experience of leading, developing, implementing and evaluating whole school policy in a leadership role	<ul style="list-style-type: none"> Application Form Interview Process
2.3	Experience of having initiated and successfully managed change with a track record of success	<ul style="list-style-type: none"> Application Form Interview Process
2.4	A thorough knowledge of target setting and experience of using data analysis to impact upon learning and teaching	<ul style="list-style-type: none"> Application Form Interview Process
2.5	Involvement in preparing reports for the Leadership team, Governors, SEF, LA and OFSTED	<ul style="list-style-type: none"> Application Form Interview Process
3.	Abilities and Skills	



3.1	The ability to provide a well organised and vibrant learning environment	<ul style="list-style-type: none"> • Application Form • Interview Process
3.2	Ability to work consistently, prioritise and delegate appropriately, to handle pressure and to work to deadlines	<ul style="list-style-type: none"> • Application Form • Interview Process
3.3	Necessary skills to manage, develop, monitor, evaluate and report on standards of attainment & progress, curriculum areas, learning & teaching, data analysis	<ul style="list-style-type: none"> • Application Form • Interview Process
3.4	Ability to communicate clearly and sensitively, both orally and in writing, with pupils, parents/carers, staff, governors, LA and the wider community	<ul style="list-style-type: none"> • Application Form • Interview Process • Teaching Observation
3.5	Ability to develop and maintain appropriate relationships and establish effective partnerships with pupils, parents/carers, colleagues and governors	<ul style="list-style-type: none"> • Application Form • Interview Process
3.6	Ability to work collaboratively with other local schools, external agencies and the LA to benefit the children	<ul style="list-style-type: none"> • Application Form • Interview Process
3.7	Ability to lead, develop and inspire teams to ensure the school moves forward	<ul style="list-style-type: none"> • Application Form • Interview Process

4.	Knowledge	Evidenced
4.1	Understanding of strategies for promoting pupils' moral, social and cultural development and the needs of a child with special educational needs or English as an additional language	<ul style="list-style-type: none"> • Application Form • Interview Process • Teaching Observation
4.2	Knowledge of relevant legislation and new developments, underpinning school management, organisation and the curriculum .	<ul style="list-style-type: none"> • Application Form • Interview Process
4.3	A knowledge of strategies, policies and practice that promote equality of opportunity	<ul style="list-style-type: none"> • Application Form • Interview Process • Teaching Observation
4.4	Knowledge of effective teaching and learning strategies and practice in the use of behaviour management	<ul style="list-style-type: none"> • Application Form • Interview Process • Teaching Observation
4.5	Awareness and commitment to safeguarding and promoting the welfare of children and expecting all staff to share this commitment	<ul style="list-style-type: none"> • Application Form • Interview Process
5.	Leadership and Management Experience	
5.1	Proven evidence of leadership ability and skills necessary to inspire, motivate and work collaboratively with the school community to develop the school	<ul style="list-style-type: none"> • Application Form • Interview Process
5.2	Ability to share knowledge and vision to motivate staff and children, and to recognise and develop individuals' full potential	<ul style="list-style-type: none"> • Application Form • Interview Process
5.3	Ability to maintain and develop procedures to promote high standards of behaviour, discipline and attendance throughout the school with the cooperation of and consultation with, children, parents, staff and governors	<ul style="list-style-type: none"> • Application Form • Interview Process



6.	Teaching and Learning	
6.1	A secure understanding of the requirements of the National Curriculum or Early Years Foundation Stage.	<input type="checkbox"/> Teaching Observation
6.2	A record of consistently good or better teaching through the appraisal process	<ul style="list-style-type: none">• Teaching Observation• Interview Process
6.3	Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	<ul style="list-style-type: none">• Teaching Observation• Interview Process
6.4	A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	<ul style="list-style-type: none">• Teaching Observation• Interview Process
6.5	Knowledge and experience of a range of successful learning and teaching strategies to meet the needs of all pupils	<ul style="list-style-type: none">• Teaching Observation• Interview Process

