

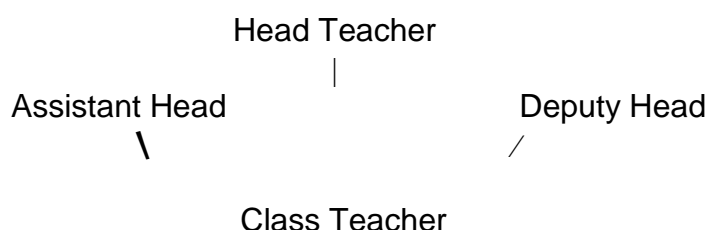
JOB DESCRIPTION

TITLE:	KS1/KS2 Teacher with responsibility for English
SCHOOL:	Bramingham Primary School
RESPONSIBLE TO:	Headteacher, members of senior leadership team (SLT) and the governing body
GRADE:	Mainscale or Upper Pay Spine plus the appropriate TLR2 payment

PURPOSE OF POST: The postholder has a teaching commitment in Foundation/KS1/KS2 . The teacher will contribute to the School Plan, supporting the ethos, aims and vision of the school in accordance with the five outcomes in Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

The teacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake class teaching in a designated year group/curriculum area*.

1. Assist in whole school, year group and lesson planning which meets the needs of all pupils.
2. Co-ordinate/ act as a subject specialist in English including monitoring and assessment, policy assessment and teaching strategies, consulting with colleagues and feeding back to the Leadership Team.
3. Monitor and assess pupil results and progress, ensuring appropriate records have been kept, and use performance data to inform individual pupil, class and year group targets, lesson planning and the preparation of differentiated work, which meets the needs and potential of all pupils.
4. Support the school's pastoral system, within the year group, class and with individual pupils.
5. Contribute to the school's performance management process, coaching and mentoring colleagues and PGCE/ITT students, as required,

monitoring some teaching in the curriculum area and the input of class support staff.

6. Contribute to the effective deployment of support staff and resources (ICT and consumables) within the class.
7. Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise. Comply with school policies and procedures in areas such as assessment, marking, behaviour management, communication with parents, teaching English as an additional language, cover, induction, planning, staff meetings, parental events.
8. Ensure personal professional development, being up-to-date in national and local developments, participating in whole school and individualised INSET and sharing with others.

DIMENSIONS:

Financial Resources:

Other:

DBS (formerly CRB)

Because of the nature of this job, it will be necessary for an Enhanced criminal record Disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on www.disclosure.gov.uk

This post is classified 'regulated activity' in accordance with the Safeguarding Vulnerable Groups Act 2006. You must register with the Independent Safeguarding Authority, and have your registered status confirmed by Luton Borough Council, in order to undertake this post.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'

'CVs will not be accepted for any posts based in schools.'

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Teaching in the relevant subject area.	1,2	Working with children with English as an Additional Language.	1,2
	Using data to inform target setting and planning.	1,2	Experience of working with children with physical and medical disabilities.	1
Skills/Abilities	Able to communicate with a variety of stakeholders (eg colleagues, parents, external agencies).	1,2	Able to coach and mentor others.	1,2
	Able to use IT to support both the curriculum and work organisation.	1,2	A clear understanding of what it means to adopt a thematic approach to planning.	1
	Able to work as part of, and contribute to, a whole-school, multi-disciplinary team.	1,2	Experience of Talk for Writing approach.	
	Able to monitor and evaluate teaching and learning.	1,2		
	Able to identify the necessary resources which ensure high quality teaching and learning.	1,2		
	Able to assess the needs of individuals to inform lesson planning.	1,2,5		
	Able to deliver high quality lessons, evaluate the impact of these and develop future planning accordingly.	5		
	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,3,5		

Equality Issues	Demonstrable commitment to inclusive teaching and learning.	2,5		
	Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	1,2		
Competencies	Able to demonstrate the appropriate motivation to work with young people	1,2		
	Able to form appropriate relationships with young people	1,2		
	Emotional resilience in working with challenging behaviours	1,2		
	Appropriate attitudes to the use of authority and maintaining discipline	1,2		
Specialist Knowledge	Subject/KS, curriculum knowledge	1,2,5		
Education and Training	Qualified Teacher Status	4	Evidence of meeting the threshold standards.	1,2
	Evidence of ongoing cpd.	1,2	Sustained and substantial performance in the threshold standards.	1,2
Other Requirements				

**(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification
5 = Practical Exercise)**

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The postholder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct

JOB DESCRIPTION

Teaching and Learning Responsibilities (TLR2)

Job Title: Teaching & Learning responsibility for English

Main purpose of the job:

- Take specific responsibility and accountability for the day to day management and organisation of your TLR responsibility area
 - Be an excellent classroom practitioner
 - Have an impact on educational progress beyond your assigned pupils
 - Line manage and appraise identified staff
 - Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the headteacher, deputy and assistant headteachers.
-

Duties and responsibilities

In addition to carrying out the duties of a class teacher as outlined in the current *School Teachers' Pay and Conditions Document*, the post holder receives a TLR2 for Leading in English.

Leadership and management

- Support and implement the vision and ethos of the school
- Contribute to, implement and evaluate the success of the School Plan relevant to your TLR area
- Ensure that the work of the whole school is inclusive and issues are addressed in curriculum and/or pastoral management
- Ensure policies are translated into practice by the team and that you bring to the attention of SLT any which may need revisions or amendments
- Together with SLT, lead on the school self evaluation process for your TLR area including lesson observations, monitoring of school standards and bringing about improvement
- As appropriate, contribute to the writing of self-evaluation and policy documents
- Manage effectively the transition of pupils to and from your phase and within it
- Promote cross curricular approaches to teaching and learning
- Be a proactive and effective member of the middle leadership team
- Be an effective role model for your team in terms of teaching, behaviour and classroom management.

Teaching and learning responsibility

- Lead English across the whole school including Early Years
- Have overall responsibility and accountability for your TLR area ensuring curriculum continuity, consistency, balance, match and progression
- Lead regular meetings relevant to your TLR area with appropriate colleagues
- Develop, demonstrate and/or promote teaching and learning activities appropriate to the full age and ability range.

Monitoring and assessment

- Together with the senior leadership team of the school, contribute to, monitor and review the impact of teaching and pupil progress through the analysis of data, ensuring the use of information for planning and target setting across your TLR area

- Monitor standards including all work as relevant to your TLR area across the school including reviewing long and medium term planning.

Manage resources

- Be responsible for the organisation, planning and evaluation of the school programmes as relevant to your TLR area of responsibility
- Manage, monitor and accurately account for any budget for your area.
- Evaluate, organise and monitor the use of resources.

Staff development

- Act as a reviewer for the arrangements of the appraisal of all identified staff
- Take a lead role in identifying group and/or individual training needs and provide support for colleagues within your area of responsibility promoting a whole school approach
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- Ensure you keep up to date with current developments in your TLR area and disseminate information as appropriate.

Other

- Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the headteacher, deputy and assistant headteachers.

Person Specification

Qualifications

1. Qualified teacher status or recognised equivalent (application form).

Experience – show evidence of

2. Experience of teaching across a variety of age ranges relevant to the post.
3. Recent experience of successfully co-ordinating or leading a curriculum area.

Professional knowledge

4. A clear understanding of the essential qualities necessary for improving the quality of learning and teaching.
5. In depth knowledge of the curriculum/area as relevant to the TLR role being applied for.
6. Up to date knowledge of statutory regulations and guidance relating to the post.

Commitment

7. Demonstrate a commitment to:
 - a. Equalities
 - b. Promoting the school's vision and ethos
 - c. High quality, stimulating learning environment
 - d. Relating positively to and showing respect for all members of the school and wider community
 - e. Ongoing relevant professional self-development
 - f. Safeguarding can child protection

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