

Newham Community Learning – job description and person specification: Class teacher and Teaching and Learning Director - TLR2c

**This job description and person
specification applies to this role at Selwyn
Primary School and Portway Primary
School.**

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Company Number 09896221. Registered office: Sarah Bonnell School, Deanery Road, London E15 4LP.

SECTION A – JOB DESCRIPTION - CLASS TEACHER AND Teaching and Learning Director - TLR2c

Grade: TLR2c

Based at: Portway Primary School and Selwyn Primary School

Reports to: Executive Head teacher/Head teacher

Responsible for: 3 Year Groups and subject area (to be confirmed)

Accountable to: Executive Head teacher/Head teacher/a nominated deputy/assistant head teacher

Budget: the post holder will hold subject leader budget responsibility

Other requirements: This post is subject to an enhanced DBS check, and is exempt from the Rehabilitation of Offenders Act (1974)

PROTECTING OUR CHILDREN - SAFEGUARDING

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

PROTECTING OUR STAFF AND OUR RESOURCES – HEALTH AND SAFETY

Adherence to health and safety requirements, which includes proper risk management processes, is required from all staff at school in so far as this is relevant to their roles. All staff are expected to understand their responsibilities for protecting and promoting the health and safety of all children and colleagues.

EQUAL OPPORTUNITIES

Newham Community Learning has a strong commitment to achieving equality of opportunity in both its services to the community and in its employment of people, and expects all staff to understand and to promote its policies in their work.

PURPOSE OF JOB

To provide whole-school professional, leadership and management in order to:

- Secure high quality teaching
- Secure effective use of resources

- Improve standards of learning and achievement for all pupils
- Maximise community involvement
- Share in the corporate responsibility for the safeguarding, wellbeing and behaviour management of all children.

All teachers are required to undertake the duties of School Teachers as set out in the School Teachers' Pay and Conditions Document, having due regard to the National Curriculum, the School's aims, objectives, schemes of work and policies of the Governing body. All Teachers will be expected to support and develop basic skills in literacy and numeracy across the school.

Generic Responsibilities

Sustained Responsibility for delivering High Quality Teaching & Learning:

- To lead subject/project/whole school responsibility for at least 1 year group
- To meet defined objectives
- To demonstrate high quality teaching and have knowledge of the main strategies for improving and sustaining high standards of teaching and learning
- To ensure the area of responsibility is appropriately placed with the school's aims, action plans and targets.

Requires the exercise of professional skills and judgement:

- To interpret and oversee data entry
- To communicate effectively with parents, governors and external agencies
- To take responsibility for own professional development
- To inform decision making by research and appropriate consultation
- To support other post holders/school managers in professional duties
- Flexibility in adapting strategies to needs of others
- Drawing critically on ideas and experience in the wider community and adapt to needs of school
- To analyse and interpret relevant national, local and school data to inform school policy
- To analyse and interpret relevant research and inspection data to inform policy
- To represent the school at local meetings
- To lead/contribute to whole school quality assurance tasks such as monitoring, SEF etc.
- To join local and national working parties
- To lead in LA/national projects

Accountability for leading and managing a subject or curriculum area or pupil development across the curriculum.

- To know and make available for others NC requirements and assessing, recording and reporting requirements
- To establish short/medium term plans for development and resourcing of area
- To ensure effective and innovative organisation and management of finances and resources including display
- To develop strategic plan in line with other school priorities
- To act as point of reference in school for relevant matters

Impact on educational progress beyond assigned pupils:

- To identify targets for pupil achievement and evaluate progress and achievement
- To ensure that agreed pupil targets are achieved or exceeded
- To convey findings appropriately
- To ensure appropriate systems in place for assessment and target setting
- To interrogate data to identify trends in pupil performance and issues for development
- To define, evaluate and report on intervention strategies used to address issues
- To provide guidance on appropriate teaching strategies for identified pupils
- To work with SENCO and others to ensure appropriate IEPs prepared
- To report regularly and appropriately to senior staff and governors about pupil progress
- To identify underachievement and raises concerns
- To monitor and enhance planning
- To monitor and evaluate targets
- Encourage pupil motivation and enjoyment in subject area, developing positive responses to challenge and high expectations
- To review and plan action for improvement from lesson observations, leading, developing and enhancing the teaching practice of others.

Leading, developing and enhancing the teaching practice of others:

- To consistently teach good or better lessons across the curriculum
- To be a consistent model of effective practice through day to day presentation/content of books, learning environment, high visibility across the whole school and through specific tasks such as demonstration lessons and shared planning
- To monitor and evaluate the planning of other teachers providing constructive and developmental feedback on a regular basis
- In discussion and through audit to identify and support the implementation of development needs
- To lead and contribute to the professional development of others
- To identify, promote and model innovative and effective teaching strategies to meet the needs of all pupils
- Demonstrate the capacity to establish and maintain an effective team through negotiation, positive relationships, effective communication, appropriate delegation and monitoring of outcomes
- To ensure that feedback from lesson observations, work scrutiny and analysis of assessment data is appropriately reflected in teacher planning
- To ensure appropriate induction
- To lead significant professional development
- To lead others in the interrogation of data and action planning.

Specific Responsibilities:

These are intended to be a guide to the range and level of work expected of the post-holder. It is not an exhaustive list of all tasks that may fall to the post-holder and employees will be expected to

carry out such reasonable duties, which may be required from time to time.

SECTION B – PERSON SPECIFICATION

QUALIFICATIONS:	<ul style="list-style-type: none"> a) DfES Qualified Teacher Status (essential) b) Evidence of recent and relevant in service training (essential)
EXPERIENCE: Application form/interview	<ul style="list-style-type: none"> a) Experience of working in an inner city multicultural community (desirable) b) Minimum of 3 years' experience working in a Primary School (essential) c) Is able to demonstrate experience of successful leadership (essential) d) Is able to demonstrate successful experience of management (essential) e) Able to demonstrate successful experience of educating a variety of pupils with Special Needs (essential) f) Able to demonstrate experience of dealing sympathetically and constructively with parents and the community (essential)
PERSONAL STYLE AND BEHAVIOUR: Application form/interview	<ul style="list-style-type: none"> a) Is able to set and meet realistic targets for self and others (essential) b) Is able to appraise own performance critically and meet changes accordingly (essential) c) Is able to manage stressful situations and withstand pressures and ongoing challenges (essential) d) Is able to lead by example and draw upon own resources to problem solve (essential)
KNOWLEDGE AND UNDERSTANDING: Application form/interview	<ul style="list-style-type: none"> a) Sound knowledge of primary and early years curriculum (essential) b) Up to date knowledge and implementation of effective teaching and learning strategies including assessment for learning (essential)
EQUAL OPPORTUNITIES: Application form/interview	<ul style="list-style-type: none"> a) Has understanding of and a commitment to the promotion of equal opportunities (essential) b) Has commitment to the inclusion of all pupils into

	<p>mainstream education (essential)</p> <p>c) Has understanding of and commitment to EMA (Ethnic Minority Achievement) (essential)</p>
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