

Job Description:

Class Teacher



QUEST is a value-led organisation comprising of Christian, and community Primary Schools, and a Secondary School with UTC provision.

JOB DESCRIPTION:	Class Teacher
RESPONSIBLE TO:	Headteacher, Key Stage or Phase Leader
JOB PURPOSE:	<p>Under the direction of the Chief Executive Officer and Headteacher, carry out the professional duties of the subject as set out in the current School Teachers' Pay and Conditions Document and in line with the approved career stage expectations.</p> <p>The post holder will work closely with the Head, Senior Leaders and provide high quality teaching, effectively using the up-to-date facilities and innovative approaches and aiming to raise standards of learning and achievement for all pupils/students/students. As a successful teacher, you will be a role model to all.</p> <p>You will teach in accordance with the ethos, organisation and policies of the QUEST as a fully committed member of the Trust teaching team and as detailed in the specific duties below.</p> <p>As an employee within QUEST, staff may be required to work at any school within the group where their specialism can add value.</p>
LIAISING WITH:	Headteacher, Senior Leadership Teams, teachers, support staff, parents/carers, LA representatives, external agencies and members of the community
SALARY SCALE:	Mainscale to UPR (subject to experience and proven track record)
DBS DISCLOSURE LEVEL	Enhanced

Professional Responsibilities

School Ethos

Work with colleagues in creating, inspiring and promoting excellence at all levels.

Uphold the culture and ethos of the Trust, ensuring school environments for teaching and learning that empower both staff and children to achieve their highest potential and be their best selves.

Attend and participate in events intrinsic to the daily life of the schools and Trust, celebrating success at every opportunity.

Actively support the Trust's policies relating to equality and diversity, inclusion and safeguarding, health and well-being, confidentiality and social networking.

Key Responsibilities

Strategic Direction and Development

- Work with colleagues to develop and implement policies and practices for the subject which reflect the Trust's commitment to high achievement, whereby pupils/students/students are inspired to reach

their potential and staff aspire to continuously develop and raise standards, setting stretching targets for students and staff

- Working closely with the Head and the subject team to establish a clear, shared understanding across the school of the importance of high quality teaching that engages students and enables them to aspire to and achieve stretching goals
- Work with the subject team to develop and embed a curriculum that challenges all and prepares learners for their next steps.
- Analyse data, ensuring effective progressive plans are in place for individual and group of students
- Ensure data analysis results in effective action plans that are well communicated and understood, monitored and evaluated, resulting in appropriate outcomes.

Curriculum Planning and Provision

- Help develop and maintain a curriculum in line with the QUEST policy to meet the needs of individual children within the class.
- Work with other members of staff to ensure that the extremes of the ability range are catered for within the curriculum, identifying clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and pupils/students/students being taught.
- Monitor and evaluate the curriculum and review appropriate planning, assessment, record keeping and reporting procedures, as and when requested.
- Under the direction and guidance of the Senior Leadership Team, actively contribute to and support the development of one or more specified curriculum aspect(s) and/or area(s) of pupil/students and/or staff development.
- Ensure efficient use and maintenance of all material teaching resources within your classroom area and working environment and ensure available resources are used effectively to support the curriculum.
- Be involved in QUEST, whole school and small team planning meetings when appropriate.

Learning and Teaching

- Help to formulate and produce coherent lesson plans that ensure continuity, progression and challenge, taking into account the needs of the whole school as well as individual needs of pupils/students/students and encourage the development of independent learners.
- Employ a range of suitable teaching and learning strategies and styles to ensure effective learning.
- Present appropriately demanding subject content, skills and understanding in a clear and stimulating manner, thereby motivating and sustaining the interest of pupils/students/students and raising levels of attainment.
- Develop, maintain and use resources appropriate to chosen learning objectives.
- Ensure the effective deployment of teaching assistant support in the classroom.
- Analyse and evaluate children's learning to inform future planning and teaching and learning activities.
- Create and maintain an orderly, safe, stimulating and informative classroom environment where children feel part of a community. Take care of the presentation and maintenance of whole school environment and encourage others to do so.
- Have knowledge and understanding of, and maintain good practice and implement changes in accordance with developments in educational theory and practice.
- Set pupil/student targets, assess progress and maintain records in accordance with Trust policy.
- Identify more able and gifted and talented children and set appropriately challenging targets.
- Identify children with additional needs and set appropriately challenging targets to ensure inclusion.

Pastoral Care

- Promote and safeguard the welfare of children and ensure that safeguarding procedures and understood and fully implemented.
- Develop positive relationships with all children and promote their general progress, achievements, well-being and participation in all aspects of school life.
- Maintain a positive approach to child management, supporting the Trust's policies relating to attendance, punctuality and positive behaviour.
- Identify pupils/students/students with special or more complex needs, write reports and contribute to discussions, meetings and make recommendations.
- Ensure a class code of conduct is implemented in line with the Trust ethos and following appropriate consultation with pupils/students/students and relevant staff.
- Consistently apply a system of positive behaviour management under the agreed school policy, with rewards and sanctions that are understood and appreciated by pupils/students/students and parents/carers.
- Provide opportunities that contribute to the quality of the children's wider educational development, including their personal, spiritual, moral, social and cultural development.
- Ensure the health and safety of all children on school premises and when involved in educational visits, off site activities etc.

Parental Involvement and Partnership Working

- Develop positive links with parents/carers, Local Governors and the local Church and community by supporting the school's approach to community involvement and cohesion, including participation in school events outside of working hours.
- Report appropriately to parents/carers on the needs and progress of their children in both verbal and written formats.
- Actively encourage the involvement of parents in the education of their children and respond promptly to queries and concerns.
- Uphold the Trust's well-established links with parents, the local community and cluster of schools, the LA, Diocese and other external agencies.

Performance Management and Professional Development

- Embrace and actively take part in CPD / PDR, fulfilling obligations to maintain and continue professional development in line with QUEST expectations.
- To commit to the specified number of hours of professional development each year and have drive and passion to evolve and improve as a committed staff member.
- Take a shared responsibility for your own continuing professional development by participating in a range of appropriate professional development opportunities.
- Disseminate information from professional development activities undertaken and ensure colleagues receive feedback from monitoring and evaluation activities.
- Actively engage with the annual performance management review process, in accordance with the Trust's policy and national guidance.
- To show your passion for life-long learning as the lead learner in your team
- Be an advocate for excellence and embrace positive change
- Use the Trust's digital approach to capture and share your expertise and that of your team, for the benefit of your subject across all the Trust's schools.
- To be passionate, committed to improve your own abilities and those of others you interact with, either student or staff.
- Be the embodiment of our values in action and stay true to our core moral purpose, to unlock the potential of all.

Mainscale Teacher Career Stage Expectations

Professional practice

M2 - Some teaching good or better, some teaching requires improvement (satisfactory)

M4 - All teaching good or better.

M6 - All teaching good, some outstanding features

Professional outcomes

M2 – The majority of pupils/students/students achieve in line with school/cohort expectations

M4 – Almost all pupils/students achieve in line with school/cohort expectations

M6 - Almost all pupils/students achieve in line with school/cohort expectations; some exceed them

Professional relationships

M2 – Positive and professional working relationships with pupils/students, colleagues and parents

M4 – Positive and professional working relationships with pupils/students, colleagues and parents are securely focussed on improving provision for pupils/students

M6 – Positive and professional working relationships with pupils/students, colleagues, parents and other professionals lead to excellent class provision

Professional development

M2 – Able, with support, to identify key professional development needs and respond positively to advice and feedback

M4 – Takes a positive, professional and proactive role in accessing relevant support and professional development from colleagues

M6 - Fully competent practitioner able to keep up to date with changes and adapts practice accordingly

Professional conduct

The above has detailed the core aspects of teachers' professional standards and the approved career stage expectations and it is expected that staff will support, collaborate and celebrate all aspects of school and Trust life, and work at all times to ensure excellence for all.

The job description encompasses the above statements and is not necessarily a comprehensive definition. The post holder should be willing to undertake any other tasks that Senior Staff might reasonably require

QUEST is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Name _____

Signed _____

Date _____

Person Specification:

Class Teacher



ESSENTIAL

Qualifications

- Honours degree
- Qualified teacher status
- Willingness to continue to learn and develop
- Commitment to digital delivery of learning

Knowledge and Understanding

- Knowledge of school improvement and effectiveness strategies including processes for monitoring and evaluation of performance at a student and team level and strategies for raising standards.
- Processes and systems for quality assurance
- Knowledge of current and potential future developments in relation to the national and local education scene
- Curriculum and assessment, including subjects and cross curricular aspects, tracking and target setting
- Effective teaching and learning strategies
- Local and national policies, priorities and statutory frameworks
- Application of ICT to teaching and learning
- Awareness of the new Professional Standards for teachers

Skills and Attributes

- Confident and competent in the use of IT
- Be committed to continuing professional learning as part of the Apple Teacher Programme.
- High level of communication skill, both written and oral, enabling the postholder to actively listen to and engage with others, overcoming barriers to understanding, dealing effectively with contentious and/or sensitive issues, dealing with difficult conversations with empathy and sensitivity, whilst asserting as appropriate
- High level of research skill; translating national and local changes into appropriate pathways and approaches, ensuring other stakeholders are involved and knowledge is shared
- Horizon scanning to enable a strategic view to be taken of potential future changes
- Ability to work independently within a team, focusing on achievement at an individual and a departmental level
- Emotional Intelligence to ensure staff and students perform at their best and thrive
- Decision Making
- Personal impact and presence
- Adaptability to changing circumstances and new ideas
- Ability to seek advice and support when necessary
- Self-confidence and intellectual ability
- Ability to establish successful relationships at all levels

- Excellent time-management skills
- Demonstrate appropriate inter-personal skills
- Personal impact, commitment, enthusiasm and integrity
- Ability to work under pressure and to deadlines
- Ability to motivate colleagues and promote the development of effective working teams
- Willingness to maintain their professional development
- To have high expectations
- To show commitment to sustain excellent attendance at work
- Commitment to and participation in the wider life of the schools and Trust
- Willingness to be flexible and adaptable as determined by the needs of the schools and the Trust

Experience

- Proven track record as a successful teacher
- Outstanding teaching and learning practitioner
- Experience of coaching and mentoring
- Experience of changemanagement

Competencies and Personal Qualities

- Leading and supervising (e.g. provides others with a clear direction; sets appropriate standards of behaviour that align to the vision and values and models these behaviours; motivates and empowers others; encourages innovation and agrees challenging goals)
- Believes in the limitless potential of people and strives for distinction and high achievement in everything they do; aspires to consistently perform at their best and inspires others to always do so
- Copes with pressure and setbacks (e.g. works productively in a pressurised environment; keeps emotions under control during difficult situations; maintains a positive outlook at work; is mindful of the levels of resilience within the team and manages and works to enhance those levels)
- Influencer (e.g. makes a strong positive personal impression on others; gains clear agreement and commitment from others; uses evidence and articulates a strong business case aligned to the school's vision and values)
- Clarity for personal work goals and objectives (e.g. accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; seeks to set and achieve stretching goals; aspires to greater levels of performance and attainment for students, staff and self)
- Emotional intelligence
- Flexible and adaptable
- Mindful of achieving a balance for excellence for all
- Able to rigorously implement an idea to a sustainable conclusion

Legally entitled to work in the UK

For applications to teach in our Church Schools

Commitment to the development of the Christian ethos and character of the school, its pupils/students and staff

DESIRABLE SKILLS/QUALIFICATIONS

- Relevant teaching experience/practice in more than one Key Stage
- Awareness of ways of developing religious education and worship

- Leadership qualification(s)
- Management Qualifications
- Membership of appropriate professional bodies

For applications to teach in our Church Schools

Full and active member of a church in Churches Together in England
Anglican preferred