

Post title: Class Teacher Key Stage 4 & 5 Lead

Grade: MPS/UPS plus TLR plus SEN

Hours: Full time

Line manager/s: Senior Leadership Team

Main purpose of the job:

Lead Specific

- To lead and manage the operational aspects associated with the running of key stages 4 and 5 provision
- To lead the students and staff on a daily basis, creating a nurturing, family atmosphere with high expectations and excellent provision
- To have responsibility for the overall quality of provision for key stages 4 and 5
- To contribute to a shared Trust responsibility for the overall quality of teaching and learning in key stages 4 and 5
- To coordinate extra curricula activities and learning opportunities for key stage 4 and 5 young people

Class Teacher Specific

- To act as class teacher for a designated group of pupils, including their pastoral needs
- To identify clear teaching objectives and methods of delivery and assessment
- To set realistic but challenging pupil targets for improvement
- To prepare information for SLT and Academy Council as required
- To promote the safety and wellbeing of the children and young people
- To establish effective working relationships and set a good example to others through their own presentation, professional and personal conduct
- To contribute to the ongoing development and review of the whole school curriculum.
- To coordinate a curriculum area
- To actively evaluate own practice and identify opportunities for relevant professional development
- To direct the work of classroom staff to ensure its maximum effectiveness for the pupils and to identify any areas for their development or underperformance
- To prepare informative pupil reports for a variety of audience
- To participate in CPD and training activities to continue their own professional development and to enhance their practice within school.

Key duties and responsibilities

Accountable to the Senior Leadership Team to:

- Be responsible for the learning and wellbeing of all pupils in the class(es) and intervention groups.
- Ensure equality of opportunity for all.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work pro-actively and effectively in collaboration and partnership with learners, parents and carers, governors, colleagues and other professionals in the best interests of pupils.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

Teaching, Learning and Assessment

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach.
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements.
- Plan and deliver additional support for pupils whose reading and writing is below age related expectations.
- Be accountable for the attainment, progress and outcomes of pupils' you teach.
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn.
- Demonstrate a clear understanding of appropriate teaching strategies e.g. if teaching early reading, systematic synthetic phonics.
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment.
- Make accurate and productive use of assessment to secure pupils' progress.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons and intervention.
- Work with families on individual targets and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Liaise with relevant members of staff to timetable interventions for students who require additional support.
- Liaise with relevant members of the Literacy Team to support with developing a reading culture.
- Plan and deliver enrichment opportunities linked to literacy.
- Conduct surveys and focus groups to explore student attitudes and behaviours in relation to literacy.

- Support in the monitoring and evaluation of teaching practice, interventions and pupil progress.
- Support in the professional development of staff with literacy strategies as required.
- Contribute to selection and evaluation of interventions for different cohorts.
- Collect baseline data, teacher referrals and classroom observations to help identify gaps and organise pupil groupings.
- Contribute towards recruitment, selection and professional development of staff who deliver literacy interventions.

Behaviour and Safety

- Support the class teacher/lead to create a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly, in line with school policy.
- Support the class teacher/lead to inspire, motivate and challenge pupils.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Be responsible for promoting and safeguarding the welfare of children and young people within school, raising any concerns following school protocol/procedures.

Team working and Collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the pupils, curriculum or organisation of the school including pastoral arrangements and assemblies.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice.
- Take part, as required in the review and development of activities relating to the curriculum, organisation and pastoral functions of the school.

Professional Development

- Regularly review the effectiveness of your practice and its impact on pupils and the class team.
- Be a reflective practitioner, refining your approaches where necessary responding to advice and feedback from colleagues.
- Be responsible for improving your practice by participating fully in training and development opportunities identified by the school.

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships.

- Communicate effectively with parents and carers with regard to pupils' achievements and well-being using school systems/processes.
- Communicate and co-operate with relevant external professionals and services.
- Make a positive contribution to the wider life and ethos of the school.
- Demonstrate consistently high standards of personal and professional conduct in line with the school's expectations.

Other Duties

- Other such reasonable duties as determined and delegated by the Senior Leadership Team or Nexus MAT CEO consistent with the grade of the post and the experience of the Post holder
- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus Multi Academy Trust and Coppice School are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Person Specification

| | | Essential | Desirable |
|---|---|-----------|-----------|
| Qualifications, Skills & Knowledge | DfE recognised qualified teacher status (QTS) | • | |
| | Good knowledge of current thinking and practice in education | • | |
| | Commitment to continuous improvement/CPD | • | |
| | Commitment to inclusive practice | • | |
| | Good understanding of curriculum frameworks and guidance | • | |
| | Knowledge of successful strategies for improving the quality of provision and pupils' learning and progress | • | |
| | Knowledge of assessing and tracking pupils' progress through Assessment for Learning and summative assessment | • | |
| | Knowledge of assessment practice and pupil tracking | • | |
| | Excellent numeracy and literacy skills with the ability to complete written reports | • | |
| Experience | Experience of working with children and young people with Special Educational Needs and Disabilities | • | |
| | Experience of supporting children with their reading. | • | |
| | Experience of personalising learning to reflect the interests and needs of individual children and young people | • | |
| | Recent teaching experience in a primary, secondary or special school | • | |
| | Evidence of significant development of a curriculum area or aspect of school provision | | • |
| | Evidence of high expectations for children and young people's learning and achievement | • | |
| | Experience of successful work with parents, carers and the wider community | • | |

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| Thinking Ability | Ability to deliver high quality teaching and learning | • | |
| | Good understanding of positive behaviour management | • | |
| | Good understanding of curriculum development and innovation | • | |
| | Ability to organise and supervise the work of a Class Team | • | |
| | The capacity to use ICT to improve the quality of provision | • | |
| | Ability to develop learning outside the | | • |
| | | Essential | Desirable |
| | classroom and beyond the school and schoolday | | |
| Personal Effectiveness | Excellent communication skills | • | |
| | Good interpersonal skills | • | |
| | A team player with a collaborative approach | • | |
| | Resilient and easily adaptable to change | • | |
| | Positive, ambitious and forward looking | • | |
| | Ability to manage own time, prioritise tasks and proven organisational skills | • | |
| | Passionate and enthusiastic about making a difference | • | |
| | Honesty and integrity | • | |
| | Child-centred and committed to achieving the best outcomes for pupils | • | |
| | Ability to form respectful and trusting relationships with a range of people including parents and carers | • | |
| | Capacity to motivate, inspire and challenge children, young people, self and others | • | |
| General | The flexibility to meet the full range of job requirements | • | |
| | A commitment to safeguarding and promoting the welfare of children and young people | • | |

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| | Commitment to the school's aims and values | • | |
| | Demonstrate a firm commitment to the concept of Multi-Academy Trust and desire to see the Trust flourish and expand in a sustainable manner | • | |
| | An understanding of and commitment to equal opportunities | • | |
| | No serious health problems that will likely impair or impact on job performance. | • | |
| | Good attendance record in current employment (not including absences resulting from a disability) | • | |