**Job Description**

**Support, intervention and cover teacher (all Key Stages) – Medlock Valley Community Primary School**

**JOB DESCRIPTION**

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to an ISA Registration and an enhanced DBS and background check.

**JOB TITLE**: **Support, intervention and cover teacher (all Key Stages) – Medlock Valley**

**JOB PURPOSE:** Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in thecurrent School Teachers’ Pay and Conditions Document and Career Stage Expectations

**Responsible for:** The successful teaching and learning for children ensuring excellent provision and progress; to teach in accordance with the ethos, organisation and policies of the school as a fully committed member of the teaching team and as detailed in the specific duties below.

**Liaising With:** Headteacher, senior leadership team, teachers, support staff, parents, LA representatives, external agencies

**Salary Scale**: Teachers **main scale** (UPS may be considered for suitable candidates)

**Working Time:** Full time as specified within the School Teachers’ Pay and Conditions Document

**DBS Disclosure Level:** Enhanced

**Responsible to:** Deputy Headteacher / Headteacher

**SCHOOL ETHOS**

* Work with the Headteacher and colleagues in creating, inspiring and embodying the school’s improvement plans with all members of the school community and ensuring an environment for teaching and learning that nurtures and empowers both staff and children to achieve their highest potential
* Commit to the school’s professional conduct guidelines
* Actively support the school’s corporate policies relating to equality and diversity, inclusion and health, safety and wellbeing
* Promote the school and celebrate its success at every opportunity

**CURRICULUM PLANNING AND PROVISION**

* Help develop and maintain a curriculum in line with the National Curriculum and school policy to meet the needs of individual children within a class or group.
* Work with other members of staff to ensure that all ability ranges are catered for within the curriculum
* Monitor and evaluate the curriculum offered 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 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 (including personnel) are used effectively to support the curriculum

**TEACHING AND LEARNING**

* To meet the Teacher Standards
* Plan lessons coherently to ensure continuity and progression, take account of the individual needs of pupils and encourage the development of independent learners.
* Identify and adopt the most effective teaching approaches for pupils with and without SEND
* Employ a range of suitable teaching and learning strategies 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 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
* Maintain good practice and implement changes in accordance with developments in educational theory and practice
* Set pupil targets, assess progress and maintain records in accordance with school policy
* Monitor and evaluate teaching and learning activities to meet the needs of all pupils
* Liaise with other agencies as necessary to ensure good quality provision and support for children with additional needs
* To have up to date knowledge of how ICT can enhance learning

**RECORDING AND ASSESSMENT**

* Set targets for raising achievement
* Analyse class data, identify gaps in learning, participate in pupil progress meetings
* Contribute to the target-setting process for all children, particularly in regard to the appropriate level of progress to be expected for each child
* Set up systems for identifying, assessing and reviewing achievements for children with barriers to learning
* Attend consultation evenings and keep parents informed about their child’s progress
* To use a range of assessment materials to meet the needs of all children

**PASTORAL CARE**

* Develop positive relationships with all children based on their achievements and promote their general progress and well-being and participation in all aspects of school life
* Develop professional, positive relationships with colleagues
* Maintain a positive approach to child management, supporting the school’s policies relating to attendance, punctuality and behaviour
* Alert line manager or senior management of any more complex problems experienced by pupils as appropriate, making recommendations as to how they may be resolved.
* Ensure school behaviour expectations are implemented
* Maintain a system of rewards and sanctions which is understood and appreciated by pupils and parents

**PARENTAL INVOLVEMENT AND PARTNERSHIP WORKING**

* Report appropriately to parents on the needs and progress of their children.
* Encourage the involvement of parents in the education of their children and respond promptly to queries and concerns
* Engage with parents through learning logs (homework)
* Uphold the school’s links with the local community and cluster of schools, the LA and other external agencies

**APPRAISAL AND PROFESSIONAL DEVELOPMENT**

* Engage actively with the annual teacher appraisal review process, in accordance with the school’s policy
* Take a shared responsibility for own continuing professional development by participating in a range of appropriate professional development opportunities
* Be a reflective practitioner taking on board feedback and whole school development targets
* To use the career stage expectations to set personal targets

**OTHER DUTIES AND RESPONSIBILITIES**

* Be part of whole school life, attending out of school events and running after-school clubs if required
* Be part of a whole staff team partaking in roles and responsibilities of a class teacher/subject leader

**SIGNATURES**

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed .................................... (Teacher) Signed .................................... (Headteacher)

Person Specification - **Support, intervention and cover teacher (all Key Stages) – Medlock Valley**

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| **Attributes** | **Essential** | **Desirable** |
| **Qualifications** | * To have Qualified Teacher Status * A relevant degree and evidence of further professional development / studies |  |
| **Work Related Training** | * To be a strong classroom practitioner * To demonstrate knowledge and experience of teaching across different year groups * To have evidence of related and up-to-date CPD * Willingness to attend training relevant to the post | Experience in more than one Key Stage |
| **Other Relevant Experience** | * Minimum of two years teaching experience * To demonstrate a proven commitment to high expectations and raising standards for all * To demonstrate a knowledge and experience of curriculum planning, assessment and recording * To demonstrate a passion for and commitment to inclusive practice * Proven experience in impacting on the progress of children as a class teacher * To be able to analyse assessment and attainment data and use evidence to set targets for improvement * Willingness to organise and run after school activities | Experience of delivering reading interventions  Experience of working with learners new to English |
| **Specialist Knowledge** | * Have knowledge of effective teaching strategies to meet the needs of all pupils including; those with barriers to learning and EAL * Understand and show a commitment to safeguarding pupils, with an up-to-date knowledge of relevant legislation and guidance * Understand the principles of equality and how it may inform whole school policy * To use a range of material effectively to assess children’s learning under the National Curriculum * To have sound knowledge of AfL strategies * Expertise and enthusiasm to lead a curriculum area |  |
| **Job Related Skills** | * Be an effective and inspirational teacher with strong behaviour management skills * Be able to plan and deliver lessons effectively for all pupils in a class, setting clear learning intentions and differentiated tasks * Ability to assess own quality of teaching and learning and make improvements as required * The ability to communicate effectively, verbally and in writing * Skilled in developing relationships with colleagues, parents and carers, LA and specialists * An ability to work in partnership with colleagues and teams in order to foster and maintain positive working relationships across the school * To have good ICT skills * To be able to prioritise; demonstrate excellent time management in working to a deadline and have excellent organisational skills, especially when working with different groups of pupils * To demonstrate excellent interpersonal and communication skills * To be able to act on own initiative and demonstrate the ability to adapt to changing circumstances, working practices and new ideas * To demonstrate a commitment to drive their own further professional development and reflect on own practice * Ability to organise a stimulating learning environment and effectively display children’s work and learning prompts | Experience of working with children with emotional and behavioural difficulties |
| **Personal Skills** | * To have a passion for teaching * Ability to enthuse and excite children * Ability to maintain an organised and stimulating classroom/area * To have sensitivity to the needs of all children * To be a good learner and good communicator, with a sense of humour * To be punctual with very good attendance * To have a commitment to promote equal opportunity for all staff and pupils * To have high expectations of self and others |  |
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