

# Primary Phase Teacher with TLR



## Primary Teacher with TLR2b

**Salary Scale:** Main pay scale range 1- UPS 3 plus TLR2b

**Responsible to:** Heads of Lower School

### JOB PURPOSE

- Be responsible for the learning and achievement of all pupils in the class ensuring 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 proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current *School Teachers Pay and Conditions Document and Teacher Standards (2012)*
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

## KEY RESPONSIBILITIES

All teachers are required to carry out the duties of a schoolteacher as set out in the current *School Teachers Pay and Conditions Document*. Teachers should also have due regard to the Professional Standards. Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

## TLR RESPONSIBILITIES

- Leading by example, creating and maintaining a positive ethos and demonstrating professional behaviour and attitudes at all times.
- Being a positive role model for other members of staff in all matters relating to class organisation, teaching, learning, assessment and professional conduct.
- Leading practice within your phase by demonstrating high expectations in terms of quality of the displays, organisation of the learning environment.
- Taking a leading role in behaviour management.
- In conjunction with PPL, monitoring standards and providing feedback to teachers.
- In conjunction with PPL, planning and leading phase meetings focused on high standards.

## Teaching

- 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 as appropriate
- 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
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. 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
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document*

### **Behaviour and Safety**

- Establish 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
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- 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
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the 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 learners, 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 with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate

- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

### **Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

### **Professional development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

### **Other**

- 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
- Perform any reasonable duties as requested by the headteacher

### **Safeguarding:**

The Abertillery 3-16 Learning Community is committed to safeguarding and promoting the welfare of pupils and young persons at all times. All Teachers are responsible for promoting and safeguarding the welfare of all pupils for whom he/she is responsible, or with whom he/she comes into contact, in accordance with the Learning Community's policy. The successful candidate will be required to undergo an Enhanced Disclosure from the Criminal Records Bureau.

### **Equalities**

The postholder will be responsible for ensuring compliance with the Equalities Act 2010.



# PERSON SPECIFICATION

Selection Criteria	Assessment Method
<b>Qualifications</b>	
<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Qualified Teacher Status and EWC Registration</li> <li>• Evidence of further professional development</li> </ul> <p><b>Desirable:</b></p> <ul style="list-style-type: none"> <li>• Post Graduate Qualification</li> <li>• Experience of teaching in an all through setting</li> </ul>	<p>Application form Application Form and Interview</p> <p>Application Form Application Form</p>
<b>Experience</b>	
<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Successful teaching and curriculum experience</li> <li>• Recent experience of teaching within Primary Phase</li> <li>• Experience of supporting whole phase initiatives including the implementation of C4W</li> <li>• Ability to demonstrate a contribution to leadership strategies</li> </ul>	<p>Application Form Lesson Observation and Interview Application Form and Interview</p> <p>Application Form and Interview</p>
<b>Professional Knowledge and Understanding</b>	
<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Sound understanding of the Primary Curriculum</li> <li>• Knowledge of best practice and procedures for safeguarding children and young people</li> <li>• Knowledge of the Successful Futures agenda and 3-16 provision</li> </ul>	<p>Lesson Observation and Interview Application Form and Interview</p> <p>Application Form and Interview</p>
<b>Professional Qualities</b>	
<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Committed to the development and maintenance of good relationships with staff, parents, pupils, governors and the community.</li> <li>• Committed to the continuing professional development of self and others within the school.</li> <li>• Demonstrates flexibility approach to circumstances</li> <li>• Communicates enthusiasm and energy</li> </ul>	<p>Application Form</p> <p>Application Form Application Form Interview</p>
<b>Skills and Aptitudes:</b>	
<p><b>Essential:</b></p> <ul style="list-style-type: none"> <li>• Able to plan and organise effectively</li> <li>• Well-developed oral and written communication skills</li> <li>• Communicates at a level and in a manner appropriate to the situation</li> <li>• Adaptable to work across locations and phases</li> </ul>	<p>Application Form Interview Interview</p> <p>Application and Interview</p>