

Class Teacher Job Description with Leadership and Subject Responsibility	
Job Title:	Department Leader and Teacher
Responsible to:	Senior Leadership Team
Liaising with:	Executive Headteacher, Heads of School, SLT, SENCO, Teaching and Support Staff, Parents, pupils and outside agencies
Pay Scale:	MPS/UPS plus TLR 2a
Contract Terms:	Permanent - Full Time



All staff should be committed to the Academy and East Midland Academy Trust purpose to provide a relentless focus on great leadership and management and outstanding teaching. The East Midland Academy Trust is committed to support the academy leaders, teachers and support staff to be the best they can be.

#### Core Purpose of the Social Communication Department Lead

- Provide professional leadership and management of the Social Communication Department in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all learners.
- Provide professional leadership and management for the Social Communication Department to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all learners.
- Report directly to the Heads of School and governors regarding progress of pupils in the department.
- Be a member of the Extended Senior Leadership Team and make significant contributions to the strategic development and direction of the school and specialist provision.
- Support day to day leadership in school.

#### Core role of a Class Teacher

- Be responsible for the learning and achievement of all pupils in the class/es, promoting inclusion and 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 always 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
- Be responsible for the development of an identified area of curriculum or school improvement as and when required



## Responsibilities and main duties of a Teacher

### Teaching and Learning

- Deliver a broad, balanced and ambitious curriculum, relevant to the age and ability group/subject/s that you teach
- Be responsible for the planning, preparation and development of lessons, teaching materials, teaching programmes and pastoral arrangements as appropriate
- Use a variety of methods and approaches to match curricular objectives and the range of pupil needs
- Be responsible and 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 a clear 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 systematic 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
- Be familiar with statutory assessments and reporting procedures and prepare and present informative, helpful and accurate reports to parents
- Ensure continuity, progression and cohesiveness in all teaching and learning
- 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 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
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
- Keep an accurate register of pupils for each lesson, unexplained absences or patterns of absence should be reported immediately in accordance with the school protocols/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

Our teachers are an integral part of our dedicated team who are working hard to attain high standards across the academy.

## Additional duties

Whilst every effort has been made to explain the main duties and responsibilities, please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

N.B. The post holder will carry out his/her responsibilities in accordance with the Trust's equal opportunities policy. This job description is provided to assist the post holder to know what his/her duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of the post.

## Health and safety

So far as is reasonably practical, the post holder must ensure that safe working practices are adopted by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and students.

## Safeguarding

EMAT is committed to the safeguarding of its young persons and expects all staff, volunteers and adults to work within the parameters of the policies and procedures as agreed by the Board of Trustees to ensure the safety of all young persons within its care.

## Equal opportunities

It is the policy of EMAT to provide equal opportunities for all individuals; to prohibit discrimination in employment on any basis protected by applicable law, including but not limited to race, colour, religious creed, marital status, sex, sexual orientation, ancestry, national origin, age, medical condition or disability. EMAT promotes equal employment opportunities in all aspects of employment through positive employment policies and practice.

## Additional duties for this post

### Social Communication Lead

Support, hold accountable, develop and lead the phase team to secure high quality teaching, the effective use of resources, and high standards of learning and achievement for all pupils in the specialist provision. Monitor and evaluate the progress of all pupils particularly to ensure good outcomes. Support, develop and coach teaching and learning, so that the school has a consistently good or better teaching and lead and co-ordinate assessment, maximising pupil and parental engagement.

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## Strategic leadership of the social communication department

- Promote high quality educational provision, and strategies for raising standards and outcomes for the children
- Promote pupils' spiritual, moral, social and cultural development and good behaviour through effective management and leadership
- Develop a highly effective social communication department team through effective systems
- Maintain an ethos and provide educational vision and direction which secures outstanding teaching learning which leads to outstanding outcomes for the children
- Present a coherent and accurate account of the children's performance and other self-evaluation evidence in a form appropriate to a range of audiences, including Governors, the Trust and others
- Lead by example, provide inspiration and motivation to your teams. Embodiment for the pupils, staff, governors and parents the vision, purpose and leadership of learning
- Ensure that all teaching staff and non-teaching staff are committed to the school's aims, and are accountable in meeting long, medium and short-term objectives to secure school improvement, and targets which secure the educational success of all children

## Planning and setting expectations

- Have high expectations of all pupils and staff
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities

## Assessment and evaluation

- Work with the Leadership team to monitor, evaluate and review the effects of policies, priorities and targets of the school in practice, and act as necessary
- Contribute to the School Evaluation Form
- Work with other lead professionals to ensure the use of comparative data, together with information technology about pupils' prior attainment, to establish benchmarks and set targets for improvement
- Use this information to form annual action plans to inform address areas for improvements

## Managing and developing staff and resources

- Support families with the induction and well-being of their child
- Ensure that parents are well-informed about their child's attainment and progress
- Develop an effective partnership with parents and help them understand how they can support their child's learning and personal development
- Involve parents in the learning process through workshops and events
- Develop effective relationships with the community; make meaningful connections with our feeder childcare providers and their parents
- Manage, monitor and review the range, quality and quantity of all available resources to improve pupils' achievements, ensure efficiency and secure value for money

## Relationships with parents and the wider community

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- Develop an effective partnership with parents and help them understand how they can support their child's learning and personal development
- Involve parents in the learning process through workshops and events
- Develop effective relationships with the community; make meaningful connections with our feeder childcare providers and their parents

## Leading the curriculum and teaching and learning of a subject

- Use your own class as an example of implementing a high-quality curriculum and teaching and learning in the subject
- Ensure continuity and progression in the subject by supporting colleagues in choosing appropriate sequence of teaching and teaching methods, setting clear learning objectives through the school curriculum and schemes of work, developed in-line with the Academy Improvement Plan



- Establish clear ambitious targets for achievement in the subject and evaluate the progress using appropriate assessments and regular analysis of this data
- Evaluate the quality of the curriculum and teaching and learning in the subject by monitoring lessons, teachers' plans and pupils' work, and pupils' voice, identify effective practice and areas of improvement, and give accurate feedback to teachers to ensure that improvements can be made where necessary
- Develop effective links with the local community including parents, business and industry where appropriate
- Support staff to provide opportunities for enrichment within the subject, to ensure a relevant, motivating and ambitious curriculum
- Ensure that staff are aware of the implications of equality of opportunity which the subject raises

#### Leading and managing staff

- Working with staff to secure accountability for outcomes across the academy
- Performance manage staff as required to develop personal and professional effectiveness, recognising high performance and challenging inadequate performance, ensuring staff have access to appropriate training, learning and development opportunities
- Lead the professional development of staff through example and support across all the academy
- Ensure trainee and newly qualified teachers are appropriately supported, monitored and assessed against national and local standards and expectations
- Collaborate with the SENCO and any other staff with special educational needs expertise, to monitor that the use of IEP's to set short term targets that match work to pupils' needs, contribute to EHCP reviews and attend relevant meetings
- Ensure that the Heads of School the Senior Leadership Team (SLT) and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans
- Assist the Extended Senior Leadership Team in appointment processes
- Lead the appropriate deployment of staff and ensure the effective and efficient management and organisation of learning resources, including information and communications technology across the academy
- Work with staff to ensure that there is an effective and stimulating environment for the teaching and learning of Mathematics across phase.
- Ensure there is a safe working and learning environment in which risks are properly assessed
- Establish staff and resource needs for the subject and advise senior leaders of likely priorities for expenditure, allocating available subject resources with maximum efficiency to meet the objectives of the academy and subject plans and to achieve value for money and high-quality outcomes

#### Securing Accountability

- Be accountable to the Headteacher and oversee all aspects of Quality of Education and Assessment and outcomes in Mathematics
- Contribute to the academy ethos which, enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Assist the Headteacher in ensuring that staff accountabilities are clearly defined understood and are subject to rigorous review and evaluation
- Line manage staff and support with the strategic development of their subjects, including monitoring and evaluation of the provision and curriculum to improve standards and achievement across the school
- Enable all teachers to achieve expertise in planning for teaching the subject through examples, support and by leading or providing high quality professional development opportunities



- Ensure that the Headteacher, SLT and governors are well informed about policies, plans, priorities and targets for the subject

#### Effective deployment of resources

- Support the Heads of School by maintaining efficient and effective management and organisation of learning resources, by developing or identifying new resources including ICT applications to the subject
- Carry out audits of resources regularly and organising storage of and access to equipment for pupils and staff.
- Be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject.
- Support colleagues to create a stimulating learning environment for the teaching and learning of the subject.

Compiled by:	Revision Number:
Approved by Headteacher:	Revision Date ____/____/____
Approved by HRBP:	Date: ____/____/____
Agreed by Headteacher:	Date: ____/____/____
Agreed and signed by post holder:	Date: ____/____/____

**East Midlands Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**All appointments are subject to safer recruitment requirements.**

**This post is subject to an Enhanced DBS Disclosure**