Job Description and Person Specification

POST IDENTIFICATION

Post Title:	Teacher
Grade:	MPS 2 – UPS 3
Directorate:	Education
Division:	Schools
Location:	Gaer Primary School
Responsible to:	

INTRODUCTION

This job description complements the standards, values and dispositions identified in the Professional Standards for Teaching and Leadership 2018. The Teacher will align to, demonstrate and promote the overarching values and dispositions defined within the Professional Standards of:

1) Professional entitlement
2) Welsh language and culture
3) Rights of learners
4) Literacy, numeracy and digital competence
5) The professional learner
6) The system role

The post holder is required to undertake the professional duties and responsibilities of a Teacher as specified in the School Teachers' Pay and Conditions Document.

JOB PURPOSE

To undertake the duties of a Teacher in accordance with the School Teachers Pay and Conditions Document, the Professional Standards for Teaching and Leadership and other current educational legislation.

KEY AREAS

Pedagogy

1. Consistently secure the best outcomes for learners through progressively refining and advancing teaching and influencing learners.
2. Establish and maintain a learning environment that promotes positive learning habits and behaviours that meet the four purposes and enables learners take growing responsibility for their own learning.
3. Utilise a range of assessment techniques to monitor and record pupil progress and to inform planning in order to meet identified needs of learners.

4. Make effective use of differentiation to meet the needs of all learners.
5. Make effective use of data to produce timely and accurate feedback, records and reports to facilitate a deeper understanding of learning and enhance the learning experience.
6. Involve parents, carers, other partners and stakeholders in learner development in terms of the four purposes of the curriculum.
7. Embed, develop and extend the four purposes in planning, preparation and teaching to drive learner experience and achieve positive outcomes for all learners.
8. Utilise relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes in both planning and delivery.
9. Deploy a wide range of teaching methods and blended learning experiences.
10. Extend learners' cultural, linguistic, religious and socio-economic experience through the use of real-life, authentic contexts for learning.
11. Work with learners to track progress in learning and identify next steps for progress.
12. Develop and use cross-curricular themes relevant to areas of learning to build links and enable effective reflection on learning.
13. Communicate and provide appropriate levels of challenge and expectations for the range of student abilities and characteristics in order to motivate learners to achieve.
14. Seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.
15. Encourage learners to reflect upon their own learning and take an active role in managing their own learning agenda.
16. Promote and secure self-motivation and self-direction in learners.
17. Provide time for learners to reflect and evaluate own learning and behaviours.
18. Promote the links between high-quality learning experiences and outcomes and improved learning and well-being.

Collaboration

19. Work productively with all partners in learning in order to extend professional effectiveness.
20. Proactively seek and engage with advice and support from a range of formal and informal sources and implement this to improve outcomes for learners.
21. Work with in-school colleagues collaboratively and innovatively to enhance learner experience.
22. Support the development of others through contribution to whole school initiatives, involvement in programmes that extend expertise and developing high quality relationships with colleagues in order to have a positive impact upon learner experiences.

Professional Learning

23. Take responsibility for own professional learning by continuously seeking to extend knowledge, skills and understanding and embracing challenge and support to progressively develop pedagogy.
24. Undertake wider reading to enhance understanding of theories and research relating to assessment, pedagogy, child and adolescent development and learning relevant to planning and day to day practice.
25. Engage with professional networks and communities

26. Use the Professional Learning Passport to record professional learning and reflect on and improve practice.

Innovation

27. Employ an innovative outlook to developing techniques and approaches to improve pedagogy and outcomes.
28. Support the development of others through modelling teaching techniques and utilising experience to offer advice and expertise.
29. Use professional judgement and critical analysis to develop new techniques and shape practice to take learning forward.
30. Evaluate, analyse and share the impact of changes in practice.

Leadership

31. Exercise leadership through all aspects of professional practice to support the efforts of others across the school and beyond to fulfil the education ambitions for Wales.
32. Demonstrate a personal and professional commitment to the principles of equity and maximising the potential of all learners.
33. Exercise corporate responsibility through ensuring understanding and compliance with the policies, principles and values of the school, including safeguarding, health and safety and equality.
34. Demonstrate commitment to leading learning through engagement with collaborative experiences in school and other contexts.
35. Support formal leadership roles through seeking an understanding of the role, responsibilities and contribution of others across the school towards the school's ethos and the fulfilment of the school's vision.

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
QUALIFICATION	Qualified teacher status Current EWC registration	Further qualifications and/or professional studies relevant to the age-range.
KNOWLEDGE and EXPERIENCE	Evidence of successful relevant teaching experience including teaching practice. Evidence of successful teaching experience of pupils 4-11 years A successful track record of supporting children with Additional Learning Needs. Good understanding of effective curriculum planning, assessment and target setting approaches. Knowledge of 'Curriculum for Wales' and its implications on teaching and learning. Knowledge and experience of using emerging technologies to support teaching and learning. Knowledge and experience of effective behaviour management strategies. Thorough understanding of safeguarding and child protection processes and procedures.	
SKILLS	Excellent written and verbal communication skills. A commitment to incremental development of personal skills and learners' skills in the use of the Welsh language. Well organised, flexible and innovative practitioner.	Ability to further enhance the life of the school through extra-curricular activities. Ability to communicate, both verbally and in writing, through the medium of Welsh.

	ESSENTIAL	DESIRABLE
	Ability to create a challenging and effective learning environment and have effective pupil management skills. Ability to establish good relationships and work in partnership with other staff, governors, parents and other stakeholders	
PERSONAL ATTRIBUTES	The ability to be resilient under pressure and remain positive and enthusiastic. A commitment to continuous professional learning A commitment to the promotion of the Welsh language and culture Excellent team member who is self-motivated and committed Commitment to equal opportunities and use of a variety of strategies and practices to promote equality in the classroom	
OTHER REQUIREMENTS	This post is exempt from the Rehabilitation of Offenders Act (1974) and a comprehensive screening process will be undertaken on all applicants. This will include an enhanced with barred list check with the Disclosure and Barring Service. (DBS) Understand and demonstrate a willingness to promote positively the equal opportunities policy of The Council	