



Headteacher: Mrs Victoria Solly
Chair of Governors: Dr Brian Jacobs



The Federation of Goodnestone & Nonington Church of England Primary Schools

Job description for Unqualified Teacher – Goodnestone CE Primary School

Start Date:	September 2022
Post Held:	Full Time Unqualified Teacher
Responsible to:	Headteacher
Salary Scale:	Unqualified Teacher Scale

The postholder will be responsible to the Headteacher. The applicant will be intending to begin their Teacher Training (through the apprenticeship route) within the academic year 2022-2023.

Purpose of the job:

- 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, leadership, other staff and external agencies in the best interests of pupils
- Take responsibility for promoting and safeguarding the welfare of young people within the school

Key duties and responsibilities

Trainee teachers' performance will be assessed against the teacher standards as part of the appraisal process in the school.

Teaching

- Deliver the curriculum as relevant to the age and ability group 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 to differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, 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

- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for all pupils, whilst also monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupil progress
- Give pupils regular feedback, and encourage students to respond to the feedback, reflect on progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.

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, fairly and in line with the school behaviour policy
- Manage classes effectively, using approaches which are appropriate to pupil needs in order to inspire, motivate and challenge
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Have high expectations of behaviour, prompting self control and independence of all learners
- Carry out playground and other duties as directed
- Be responsible for promoting and safeguarding the welfare of young people within the school, raising any concerns following school safeguarding procedures
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviours which are expected of pupils

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- 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

Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively recognising skill sets as appropriate
- Communicate effectively with parents/carers with regard to pupil 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 community and ethos of the school

Administration

- Register the attendance of and supervise pupils, before, during or after school as appropriate
- Participate in and carry out any administrative and organisational tasks

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupil progress, attainment and wellbeing, refining your approaches where necessary and 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 school's appraisal policy

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

Note

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the employee will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Headteacher/line manager's signature: _____

Date: _____

Postholder's signature: _____

Date: _____

Person Specification: Unqualified Teacher /Trainee Teacher

The following table outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet each of these criteria.

Criteria	Qualities
Qualifications and experience	<ul style="list-style-type: none">• Undergraduate Degree• Experience within schools
Skills and knowledge	<ul style="list-style-type: none">• Knowledge of the National Curriculum• Knowledge of effective teaching and learning strategies• A good understanding of how children learn• Ability to adapt teaching to meet pupils' needs• Ability to build effective working relationships with pupils• Knowledge of guidance and requirements around safeguarding children• Knowledge of effective behaviour management strategies• Good ICT skills, particularly using ICT to support learning
Personal qualities	<ul style="list-style-type: none">• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school• High expectations for children's attainment and progress• Ability to work under pressure and prioritise effectively• Commitment to maintaining confidentiality at all times• Commitment to safeguarding and equality