

## Job Description

**LOCATION:** Oasis Academy: Skinner Street, Gillingham

**POST:** Unqualified Teacher

**RESPONSIBLE TO:** Principal

**Fixed term until 31st August 2024**

**SALARY: UNQ 1-6** (£20,598 - £32,134 FTE) depending on experience

**Position Start Date:** As soon as possible

**CONTRACTED HOURS :** 32.5 hours per week

**RESPONSIBLE FOR:** The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document.

**DISCLOSURE LEVEL:** Enhanced

**JOB PURPOSE:**

**SPECIFIC RESPONSIBILITIES:**

- To carry out the professional duties of a teacher and to have responsibility for an assigned class.
- To be responsible for the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities.
- To ensure high quality education for all pupils in a designated class and improve the quality of learning and standards of achievement
- To promote the aims and objectives of the academy and maintain its philosophy of education
- To create and manage a caring, supportive, purposeful, and stimulating environment which is conducive to children's learning.
- To plan and prepare lessons in order to deliver the National Curriculum and bespoke academy curriculum, ensuring breadth and balance in all subjects.
- To plan and deliver a creative, responsive, and appropriate curriculum for the profile of learners in your class.
- To identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations.
- To strongly develop basic skills in Language and Mathematics, ensuring at least good progress.

- To maintain good order and discipline among the pupils, safeguarding their health and safety.
- To organise and manage groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities.
- To plan opportunities to develop the social, emotional, and cultural aspects of pupils' learning.
- To support inwardly mobile pupils through baseline assessment, knowledge of pupil records and appropriate pastoral and teaching support
- • To maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress.
- To prepare appropriate records for the transfer of pupils.
- To ensure effective use of support staff within the classroom, including parent helpers.
- To participate in staff meetings as required.
- To contribute to the development and co-ordination of a particular area of the curriculum.
- To be part of a whole academy team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements.
- To ensure that academy policies are reflected in daily practice.
- To communicate and consult with parents over all aspects of their children's education – academic, social, and emotional.
- To liaise with outside agencies when appropriate e.g., Educational Psychologist.
- To meet individual needs of all groups of pupils.
- To undertake continuing professional development, maintaining a portfolio of training undertaken.
- To meet with parents and appropriate agencies, to contribute positively to the education of the children concerned.
- To support the Principal and leadership team in promoting the ethos of the academy.
- To promote the welfare of children and to support the academy in safeguarding children through relevant policies and procedures.
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Academy's Health and Safety policy and any academy-specific procedures / rules that apply to this role.

### **Safeguarding children and young people**

Oasis is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.



**OTHER:**

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

**Signed:**

Employee:		Line Manager:	
Print Name		Print Name	
Date		Date	

## Unqualified Teacher

### Our Purpose

The vision of Oasis Community Learning (OCL) is to create ‘Exceptional Education at the Heart of the Community.’

All our Academies are committed to achieving this vision through developing character, competence, and sense of community with every child, providing a rich educational experience that is underpinned by our philosophy of education, inspirational leadership, deep learning, and healthy communities.

### Oasis Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. We are committed to a model of inclusion, hope, perseverance, healthy relationships, and compassion throughout all the aspects of the life and culture of each Academy community.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Unqualified Teacher status.</li> <li>• Evidence of enhanced DBS clearance.</li> <li>• Right to work in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• A degree or equivalent qualification</li> <li>• Evidence of in-service professional development.</li> </ul>
Experience, Skills & Knowledge	<ul style="list-style-type: none"> <li>• Up to date knowledge of the range of teaching, learning and behaviour management strategies and how to implement them effectively.</li> <li>• Up to date knowledge of the primary curriculum and a range of assessment requirements and arrangements.</li> <li>• A thorough understanding of the teaching of basic skills including phonics.</li> <li>• Knowledge and understanding of the implications of equal opportunities, multicultural education, and inclusion.</li> <li>• Understand the legal requirements, national policy, and guidance on the safeguarding of children.</li> <li>• Experience of working with children from disadvantaged backgrounds</li> <li>• Ability to interest, encourage and engage pupils. Ability to provide appropriate levels of challenge so that pupils make good progress.</li> <li>• Able to secure high standards of behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Thorough understanding of pedagogy and child development.</li> <li>• Able to use local and national statistics to evaluate the effectiveness of teaching.</li> <li>• Knowledge of using a range of devices to create a cohesive and appropriate digital curriculum</li> <li>• Knowledge and understanding of the potential of digital learning and computer programming to enhance the curriculum.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to prepare, plan and assess effectively.</li> <li>• Ability to prioritise and management time effectively.</li> <li>• Ability to work as part of a team</li> <li>• Ability to forge positive and constructive links and relationships with the local community.</li> <li>• Experience of reflecting on and improving teaching practice to increase pupil achievement.</li> <li>• Experience of raising attainment in a challenging classroom environment</li> </ul>	
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• High expectations and a commitment to raising standards of attainment.</li> <li>• Good organisational skills.</li> <li>• Acts as a role model for staff and pupils</li> <li>• Commitment to undertaking regular professional development to enhance own practice.</li> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Willingness to undergo appropriate checks, including enhanced DBS checks.</li> <li>• Motivation to work with children and young people.</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.</li> <li>• Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.</li> <li>• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to work independently and proactively</li> </ul>

