



CENTRAL LEARNING  
PARTNERSHIP TRUST

## JOB DESCRIPTION

<b>Post Title:</b>	<b>Trainee Teacher/School Direct Post</b>
<b>Conditions of Employment:</b>	Refer to School Teachers' Pay and Conditions Document
<b>Disclosure level</b>	Enhanced
<b>Responsible to:</b>	Executive Head Teacher / Head of School Operations
<b>Responsible for:</b>	Teachers and Associate Staff
<b>Location:</b>	The postholder will be based at Westcroft School. The postholder may be required to work at another school in CLPT from time to time or for a specified period.
<b>PURPOSE</b>	<p>To be an effective professional who demonstrates good curriculum knowledge. With support, where required, can teach and assess effectively, takes responsibility for professional development and supports pupils to maximise their potential.</p> <p>In fulfilling the requirements of the post it is necessary to demonstrate essential professional characteristics and in particular:</p> <ul style="list-style-type: none"><li>• Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils</li><li>• Monitor and support the overall progress and development of pupils as a teacher</li><li>• Facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential</li><li>• Contribute to raising standards of pupil attainment</li><li>• Share and support the school's responsibility to provide and monitor opportunities</li></ul>
<b>MAIN (CORE) DUTIES &amp; ACCOUNTABILITIES</b>	
<b>Teaching, Learning and Progress</b>	<p>Supported by the Line Manager/Mentor and Senior Leadership Team the responsibility is to deliver a high quality learning programme and manage the learning of all pupils in the groups for which he/she is responsible. This requires thorough planning, effective teaching and rigorous monitoring to achieve progression of learning. Unqualified teachers will be supported to:</p> <ul style="list-style-type: none"><li>• Plan thoroughly and teach effectively, all lessons that promote the development of abilities and aptitudes of all pupils in classes and groups assigned, enabling them to make good or better progress</li><li>• Differentiate and personalise planning and teaching to ensure the achievement of all learners</li><li>• Ensure that planning meets the needs of the individual/groups of learners, make explicit use of prior learning and clearly identify pupils requiring extra support</li><li>• Understand and apply a range of teaching strategies</li></ul>

	<ul style="list-style-type: none"> <li>• Maintain high levels of behaviour through the use of positive intervention strategies</li> <li>• Demonstrate consistent progress that meets or exceed expectations</li> <li>• Work in partnership with additional adults, planning together as appropriate and directing the support to have maximum impact on the learning of pupils.</li> </ul>
<b>Monitoring, Assessment, Recording and Reporting</b>	<ul style="list-style-type: none"> <li>▪ Use internally set progress targets and performance data to evaluate pupils' progress and set appropriate targets for improvement</li> <li>▪ Use a range of assessment evidence to inform planning and teaching of appropriate lessons matched to the needs of all pupils</li> <li>▪ Use a range of assessment evidence to identify where specific help is required and inform differentiation and intervention strategies</li> <li>▪ Assess work regularly and input information into assessment programme</li> <li>▪ Provide oral and written feedback to pupils as appropriate</li> <li>▪ Participate in parent's evenings to report on progress, learning, personal development and well-being</li> <li>▪ Report on progress to relevant stakeholders as required</li> </ul>
<b>Climate for Learning</b>	<ul style="list-style-type: none"> <li>▪ Promote and maintain an appropriate climate for learning among pupils in line with school policies and school ethos</li> <li>▪ Safeguard the health and safety of pupils on school premises and when engaged in authorised school activities elsewhere</li> </ul>
<b>CPD and Performance Management</b>	<ul style="list-style-type: none"> <li>▪ Participate in arrangements for Performance Management</li> <li>▪ Participate in curriculum and whole school self-evaluation activities to review teaching, planning and learning</li> <li>▪ Participate in CPD including joint-practice development with other teachers</li> </ul>
<b>Pastoral Duties</b>	<ul style="list-style-type: none"> <li>▪ Promote the general progress and well-being of individual pupils and of the tutor group as a whole</li> <li>▪ Liaise with the Line Manager/Mentor to ensure the implementation of the school's pastoral system</li> <li>▪ Register pupils and accompany them to assemblies and encourage their participation in all other aspects of school life</li> <li>▪ Contribute to the preparation of Individual plans and/or behaviour support plans</li> <li>▪ Alert appropriate staff to any problems experienced by pupils</li> <li>▪ Communicate as appropriate with parents/carers of pupils outside of the school concerned with the welfare if individuals, after consultation with appropriate staff</li> </ul>
<b>Other Professional Requirements</b>	<ul style="list-style-type: none"> <li>▪ Have a working knowledge of teachers' professional duties and legal responsibilities</li> <li>▪ Operate at all times within the stated policies and practices of the school, including professional duties</li> <li>▪ Perform duties as part of a team</li> <li>▪ Maintain an up to date knowledge of good practice in teaching techniques</li> <li>▪ Know subject(s) or specialism(s) to enable effective teaching</li> <li>▪ Take account of wider curriculum developments</li> <li>▪ Undertake professional development to enhance teaching and pupils' learning, and apply outcomes and identify impact; share outcomes with colleagues</li> </ul>

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. 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.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.

**Endorsement**

I accept the specified job description. Name: .....

Signed: ..... Date: .....

March 2020