

Job Description

POST:	Teacher
RESPONSIBLE TO:	Executive Principal
SALARY:	Unqualified / MPS 1-6 / U1-3 as appropriate
LOCATION:	Oasis Academy Blakenhale Infants and Blakenhale Junior
WORKING PATTERN:	Full-time as described in the School Teachers' Pay and Conditions Document
DISCLOSURE LEVEL:	Enhanced

JOB PURPOSE:

To provide a happy, welcoming and motivating learning environment where children enjoy learning and the challenges of new experiences.

To promote and celebrate high standard of achievement through outstanding practice in all aspects of academy life.

To contribute to the further development of the Academies.

To carry out the professional duties of a teacher as circumstances may require under the reasonable direction of the Executive Principal.

To ensure high quality curriculum provision and effective teaching and learning across the curriculum and to carry out the professional duties of a qualified teacher in accordance with the current DFS Teachers' Pay and Conditions document.

To perform, in accordance with any directions which may reasonably be given by the Executive Principal from time to time, such particular duties as may reasonably be assigned.

SPECIFIC RESPONSIBILITIES:

A. Teaching:

Having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned:

- Planning and preparing lessons and training.
- Teaching, according to their educational needs, the pupils assigned, including the setting and marking of work to be carried out by the pupils in school and elsewhere.
- Assessing, recording and reporting on the development, progress and attainment of pupils.

B. Other activities:

- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned.
- Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports.
- Making records of and reports on the personal and social needs of pupils.
- Communicating and consulting with the parents of pupils.
- Communicating and co-operating with persons or bodies outside the school.
- Participating in meetings arranged for any of the purposes described above.

Assessments and reports:

- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils.

Educational methods:

- Advising and co-operating with the Executive Principal and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

External assessments:

- Participating in arrangements for preparing pupils for external assessments, assessing pupils for the purposes of such assessments and recording and reporting such assessments; and participating in arrangements for pupils presentation for, and conducting, such assessments.

C. Personal Development and Performance

Appraisal:

- Participating in arrangements made in accordance with the agreed school performance management procedures the appraisal of their performance and that of other teachers.

Review, induction, further training and development:

- Reviewing from time to time methods of teaching and programmes of work.
- Participating in arrangements for further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements.
- In the case of a teacher serving an induction period, participating in arrangements for supervision and training.

D. School Organisation

Discipline, health and safety:

- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

Staff meetings:

- Participating in meetings at the school which including staff briefings and training sessions including those related to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

Cover:

- Supervising and so far as practicable teaching any pupils whose teacher is not available to teach them.

(except in the case of a teacher employed wholly or mainly for the purpose of providing such cover, no teacher shall be required to provide such cover for more than 38 hours in any school year)

E. Management:

- Contributing to the professional development of other teachers and support staff as directed.
- Co-ordinating or managing the work of other staff including teaching assistants.
- Taking such part as may be required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

F. Administration:

- Participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school.

(a teacher is not expected to undertake routine administrative tasks that do not call for the exercise of a teacher's professional skill and judgement, nor those tasks specified in the workforce agreement)

- Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

G. Professional requirements:

- Consistent performance to the qualified teacher standards.
- Consistent performance to the induction standards.

- Commitment to work towards the vision for the school.
- Agreement to work within the values of the school.
- Commitment to co-operate in delivering the objectives for the school as set out in the management plan.
- Commitment to continue with own personal and professional development.
- Agreement to work within all school policies and procedures.

H. Safeguarding Children

- Oasis Community Learning 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 enhanced DBS checks.

OTHER:

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of Academy organisation and may change either as your contract changes or as the organisation of the Academy is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Oasis Community Learning 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.

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.

Teacher – Primary Person Specification

Our Purpose

Oasis Academies exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

Oasis Community Learning 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. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the OCL Purpose, Ethos and Values document which accompanies this job description.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status 	<ul style="list-style-type: none"> Evidence of continuing in-service professional development
Experience, Skills and Knowledge	<ul style="list-style-type: none"> Recent experience of primary teaching Knowledge & understanding of different learning styles. Understanding of the role assessment Understanding of the role motivation plays in learning Knowledge of current trends and developments in education. Evidence of good classroom practice Able to establish a happy, challenging and effective learning environment. Able to develop positive relationships with staff, governors, parents, visitors and friends of the school Ability to exercise initiative. 	<ul style="list-style-type: none"> Classroom experience with a range of primary age children Experience of teaching a cross-curricular, skills based curriculum. Willingness to innovate and experiment with different approaches. An understanding of accelerated progress

Personal Qualities	<ul style="list-style-type: none">• Commitment to safeguarding and promoting the welfare of children and young people.• Willingness to undergo appropriate checks, including enhanced DBS checks.• Motivation to work with children and young people and create a high quality, stimulating learning environment.• Ability to form and maintain appropriate relationships and personal boundaries with children and young people.• Emotional resilience in working in an environment of rapid school improvement.• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.• Commitment to showing respect for all members of the school and wider community.	
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