



SEAX Multi-Academy Trust

Employee's Name

Employee's Signature Date

**Class Teacher
Upper Pay Range**

Job Description & Person Specification

| | |
|------------------------------------|--|
| Job Title: | Class Teacher |
| Grade: | Upper Pay Range 1/2/3 + 1 SEN Allowance |
| Based at: | Kingswode Hoe School |
| Reports to: | Headteacher, Deputy Headteacher |
| Responsible for: | Learning Support Staff |
| Liaison with: | Teaching staff, support staff, Headteacher, pupils, parents/carers |
| Job Purpose: | To assist in maintaining and developing the school, providing the highest standard of teaching and learning for all pupils with special educational needs and other complex learning difficulties |
| Principal Accountabilities: | <p>"Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity, have strong subject knowledge, keep their knowledge and skills as teachers up to date, and are self-critical; forge positive professional relationships, and work with parents in the best interests of their pupils." <i>Teachers' Standards July 2021</i></p> <p>UPR Teachers are:</p> <ul style="list-style-type: none"> • "highly competent in all elements of the Teaching Standards; AND, • the Teacher's achievements and contribution to the Trust and Academy are substantial and sustained" (STPCD) |



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Job Description: Class Teacher – UPR

The over-riding expectation is that employees and those engaged to work within the SEAX Trust will adopt high standards of personal conduct, in order to maintain the confidence and respect of their colleagues, pupils or students, the public in general and, indeed, all those with whom they work or come into contact within the course of their employment or engagement by the individual school.

Core Duties – All UPR Teachers

- Plan, prepare and deliver motivating lessons in accordance with the academy's Teaching & Learning Policy and Curriculum Offer.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for examinations.
- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Supervise, and so far as practicable, teach any pupils where the person timetabled to take the class is not available to do so.
- Demonstrate commitment to safeguarding and actively promoting the well-being of children and young people.
- Maintain good order and discipline among pupils.
- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them.
- Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- Communicate with pupils, parents and carers.
- Play a full part in the life of the academy, promoting and modelling our ethos of respect and equality.

UPR 1 Expectations (Applicable to all UPR 1,2 & 3 Teachers):

In SEAX Trust, a UPR1 Teacher consistently:

- demonstrates that they meet all Teaching Standards, both in terms of teaching and personal and professional conduct
- meets their performance management objectives
- has teaching which is rated as 'Good' overall, with some 'Outstanding' elements
- demonstrates an ability to support some pupils to exceed expected levels of progress/achievement
- takes responsibility for identifying and meeting their own professional development needs and uses their learning to improve their own practice and the learning of pupils
- demonstrates that they make an impact on the school [Trust] beyond their own class/group(s)

This may include:

- demonstrating an ability to coach, mentor, advise and demonstrate best practice to other Teachers, to enable them to improve their teaching practice
- contribution to policy and practice which has improved teaching and learning across the Academy.

All UPR 1 Teachers are expected to consistently maintain high standards, as defined for Main Scale Teachers **and** in addition:

Main Responsibilities:

1. Set high expectations which inspire, motivate and challenge pupils

- Share good practice and support other colleagues in maintaining the standards
- In setting targets, take into account cohort targets and how these will be met
- In setting targets, take account of the level of challenge for pupils of all backgrounds, abilities and specific needs

2. Promote good progress and outcomes by pupils

- Share good practice and support other colleagues in maintaining the standards
- Demonstrate clear understanding of the needs of pupils of all backgrounds, abilities and specific so that the majority of pupils make good progress
- Engage with colleagues in review and evaluation of pupil progress and attainment
- Actively promote parent/carer involvement and initiate opportunities to involve them

3. Demonstrate good subject and curriculum knowledge

- Demonstrate knowledge and expertise across the range of subjects through coherent planning and lively, inspirational teaching
- Develop co-ordination of a subject/SEN area identifying areas for development and bring about improvement through action planning
- Take responsibility for own CPD, keeping abreast of changes/developments across a range of subjects and leading improvement within area of responsibility

4. Plan and teach well-structured lessons

- Share good practice and support other colleagues in maintaining the standards
- Consistently teach lessons that are good or outstanding

5. Adapt teaching to respond to the strengths and needs of all pupils

- Share good practice and support other colleagues in maintaining the standards
- Demonstrate how teaching has been adapted to accommodate the needs of groups and individuals

6. Make accurate and productive use of assessment

- Share good practice and support other colleagues in maintaining the standards

7. Manage behaviour effectively to ensure a good and safe learning environment

- Share good practice and support other colleagues in maintaining the standards
- Inspire pupil respect and form positive relationships

8. Fulfil wider professional responsibilities

- Share good practice and support other colleagues in maintaining the standards

- Form highly effective relationships with pupils that generate respect, confidence and high self-esteem
- Form highly effective relationships with parent/carers e.g. through good communication, listening to and acting upon concerns, providing professional support and guidance in respect to all aspects of school life
- Recognise responsibility and accountability for the effective deployment of support staff

UPR 2 Expectations (Applicable to all UPR 2 & 3 Teachers):

In SEAX Trust, a UPR2 Teacher consistently:

- demonstrates that they meet all Teaching Standards, both in terms of teaching and personal and professional conduct
- meets their performance management objectives
- has teaching which is rated as 'Good' overall, with some 'Outstanding' elements
- demonstrates an ability to support some pupils to exceed expected levels of progress/achievement
- takes responsibility for identifying and meeting their own professional development needs and uses their learning to improve their own practice and the learning of pupils
- demonstrates that they make an impact on the school [Trust] beyond their own class/group(s)

This may include:

- demonstrating an ability to coach, mentor, advise and demonstrate best practice to other Teachers, to enable them to improve their teaching practice
- contribution to policy and practice which has improved teaching and learning across the Academy.

Professional Characteristics (UPR2)

Teachers should demonstrate that they are effective professionals who challenge and support all pupils and staff to do their best through:

- Inspiring trust and confidence
- Building team commitment
- Engaging and motivating pupils
- Analytical thinking
- Positive action to improve the quality of pupils' learning
- Teachers who are applying for progression on UPR must provide evidence. To achieve progression the achievement of post-threshold Teachers and their contribution to the Academy should have been substantial and sustained. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

UPR Teachers are expected to consistently maintain high standards as defined for Main Scale Teachers **and** in addition **UPR 2 Teachers should** fulfil the criteria for UPR 1 Teachers **and** in addition:

Main Responsibilities:

1. Set high expectations which inspire, motivate and challenge pupils

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
- In setting targets, take into account cohort targets and how these will be met
- In setting targets, take account of the level of challenge for pupils of all backgrounds, abilities and specific needs

2. Promote good progress and outcomes by pupils

- Demonstrate analytical thinking in using data to effectively review and evaluate progress and attainment and in meeting appropriate, challenging targets for all pupils
- Establish a culture that ensures that pupils have a responsible and conscientious attitude to their work
- Provide quality, accurate, professional reports for parent/carers

3. Demonstrate good subject and curriculum knowledge

- Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
- Effectively carry out the co-ordination of a subjects/SEN areas identifying areas for development and bring about improvement through action planning
- Provide professional reports (verbal or written) to parent/carers, indicating progress, attainment and targets for improvement

4. Plan and teach well-structured lessons

- Through effective planning and provision within the classroom, demonstrate understanding of different styles of learning and how these are accommodated
- Demonstrate ability to reflect and evaluate teaching and the impact on learning, pupils' attitudes and behaviour
- Actively engage parent/carers in their child's learning
- Facilitate pupil and parents' views on learning
- Recognise own accountability for curriculum provision within the school and the quality of learning

5. Adapt teaching to respond to the strengths and needs of all pupils

- Demonstrate and share how teaching has been adapted to accommodate the needs of groups and individuals

6. Make accurate and productive use of assessment

- Be aware of local and national data when evaluating expectations and performance
- Use school data effectively to track progress and set challenging targets
- Be highly competent in marking and providing feedback to pupils
- Establish strategies to encourage pupils to respond to feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- Recognise responsibility and accountability for maintaining high standards of behaviour beyond the classroom
- Keep parent/carers well informed and work effectively with them to bring about improvement where necessary

8. Fulfil wider professional responsibilities

- Be proactive in supporting the ethos of the school and the Trust
- Be positive and encouraging during times of change

- Write accurate, professional reports
- Fully engage in reflection, self-evaluation and appraisal, recognising the need to base conclusions on robust evidence
- Take responsibility for own CPD through research and independent learning and actively participate in school and Trust wide CPD to support school and personal professional improvement

UPR 3 Expectations (Applicable to all UPR 3 Teachers):

In SEAX Trust, a UPR3 Teacher consistently:

- demonstrates that they meet all Teaching Standards, both in terms of teaching and personal and professional conduct
- meets their performance management objectives
- has teaching which is rated as 'Good' overall, with some 'Outstanding' elements
- demonstrates an ability to support some pupils to exceed expected levels of progress/achievement
- takes responsibility for identifying and meeting their own professional development needs and uses their learning to improve their own practice and the learning of pupils
- demonstrates that they make an impact on the school [Trust] beyond their own class/group(s)

This may include:

- demonstrating an ability to coach, mentor, advise and demonstrate best practice to other Teachers, to enable them to improve their teaching practice
- contribution to policy and practice which has improved teaching and learning across the Academy.

Professional Characteristics (UPR2 & UPR3)

Teachers should demonstrate that they are effective professionals who challenge and support all pupils and staff to do their best through:

- Inspiring trust and confidence
- Building team commitment
- Engaging and motivating pupils
- Analytical thinking
- Positive action to improve the quality of pupils' learning
- Teachers who are applying for progression on UPR must provide evidence. To achieve progression the achievement of post-threshold Teachers and their contribution to the Academy should have been substantial and sustained. To be fair and transparent, judgements must be properly rooted in evidence and there must have been a successful review of overall performance.

Supplementary criteria (UPR3)

The Trust expects to see evidence that the Teacher:

- Is a role model for teaching and learning – eg NQT mentor, lead Teacher
- Supports Academy-based initiatives, eg coaching, mentoring
- Makes a real and measurable contribution to the wider team eg positive attitude, staff development, management responsibilities, leadership qualities



- Takes advantage of, and contributes to, CPD activities
- Uses the outcomes of CPD effectively
- Leads initiatives of a significant proportion
- Is making a distinctive contribution to raising standards within a wider context than his/her classroom eg. curriculum development across a department/Academy, research initiatives
- Makes an effective contribution to the Academy community
- Actively supports the ethos and Academy Improvement Plan priorities

UPR Teachers are expected to consistently maintain high standards as defined for Main Scale Teachers **and** in addition **UPR 3 Teachers should** fulfil the criteria for UPR 1 and UPR 2 Teachers **and** in addition:

Main Responsibilities:

1. Set high expectations which inspire, motivate and challenge pupils

- Lead by example in all aspects, share good practice and support other colleagues in maintaining the standards
- In setting targets, take into account cohort targets and how these will be met
- In setting targets, take account of the level of challenge for pupils of all backgrounds, abilities and specific needs

2. Promote good progress and outcomes by pupils

- Demonstrate through self-review, an effective evaluation of the impact of teaching
- Demonstrate in depth knowledge of how pupils learn and adapt teaching accordingly
- Lead on subject development through staff training or INSET

3. Demonstrate good subject and curriculum knowledge

- Demonstrate expert knowledge through subject co-ordination/management, inspiring colleagues and establishing a curriculum that ensures consistency and progression across the school
- Evaluate own subject co-ordination performance in terms of impact on teaching and learning

4. Plan and teach well-structured lessons

- Be systematic in evaluating learning within and across a sequence of lessons
- Work highly effectively as part of a team ensuring a consistent whole school approach to expectations and standards
- Take a significant role in collaborative planning

5. Adapt teaching to respond to the strengths and needs of all pupils

- Initiate strategies to engage parent/carers in their child's learning, especially hard to reach parent/carers

6. Make accurate and productive use of assessment

- Be highly competent in assessment across the curriculum, both formative and summative and in using outcomes to support accurate, challenging target setting and continuous progress and high attainment

- Engage fully in moderation activities as required and initiate moderation activities with colleagues

7. Manage behaviour effectively to ensure a good and safe learning environment

- Be highly competent in managing an effective learning environment so that all pupils are actively engaged in learning and disruptive behaviour is effectively managed

8. Fulfil wider professional responsibilities

- Be proactive in supporting the ethos of the school and the Trust
- Be positive and encouraging during times of change
- Write accurate, professional reports
- Fully engage in reflection, self-evaluation and appraisal, recognising the need to base conclusions on robust evidence
- Take responsibility for own CPD through research and independent learning and actively participate in school and Trust wide CPD to support school and personal professional improvement

Upper Pay Range (UPR) Duties – All UPR Teachers

In addition to the duties and expectations detailed here, you may also be required to undertake further duties in accordance with your UPR allowance. These duties are in accordance with the Trust's Pay Policy and Upper Pay Range Policy. They should be agreed with your Headteacher and set out in writing.

General duties

- Encourage **interaction and teamwork** within the academy and Trust; sharing ideas and new initiatives
- Actively engage in the **professional development programme**, monitor and assess own performance and take a proactive approach to professional development
- Participate in the **performance and development review process**, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- Contribute to the overall **ethos, work and aims** of the academy
- Comply with all **academy and Trust policies and procedures**, including the Code of Conduct and those relating to child protection, equal opportunities, health & safety, confidentiality and data protection, reporting concerns to an appropriate person.

Additional Responsibilities:

Code of Conduct

The Trust expects all staff to ensure that their standards of conduct are, at all times, compliant with the SEAX Trust Code of Conduct for employees.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

The SEAX Trust and all of its academies are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this



commitment. The successful candidate will be required to complete a Disclosure & Barring Service (DBS) application, medical checks and references.

This job description will be reviewed annually and may be subject to change or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post-holder's professional responsibilities and duties.

Person Specification: Class Teacher (UPR)

Personal and Professional Conduct

'A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct thorough out a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.'

Teachers' Standards 2021

| Education | Essential | Desirable |
|--|-----------|-----------|
| Educated to degree level or equivalent | ✓ | |
| QTS, QTLS or equivalent teaching qualification | ✓ | |
| Knowledge of or qualification in First Aid | | ✓ |

| | | |
|--|---|---|
| Experience | | |
| Current experience of working in an educational environment | ✓ | |
| Experience of working with special educational needs | | ✓ |
| Experience of managing and developing a small, effective team and motivating the team to achieve its full potential | | ✓ |
| Experience of developing and sustaining positive relationships with a wide range of internal and external stakeholders | | ✓ |
| Skills, abilities and knowledge | | |
| Knowledge and understanding of education policies and practices relating to the education and training of children and young people | ✓ | |
| A 'can do' attitude and ability to generate high expectations, enthusiasm and commitment in both adults and young people | ✓ | |
| Ability to differentiate between individuals within a group setting | ✓ | |
| Relentless pursuit of the best possible education and learning in the interests of all children and young people | ✓ | |
| Strong inter-personal skills in coaching individuals at all levels to perform against their targets and objectives | ✓ | |
| Strong organisational skills | ✓ | |
| The ability to analyse and use data to establish benchmarks and set realistic targets for improvement | ✓ | |
| The ability to make effective use of stretched resources, including an ability to be creative | ✓ | |
| An understanding of what constitutes an effective classroom with high quality provision | ✓ | |
| Personal qualities | | |
| A belief in the rights of children and young people to high quality education and to raising standards of achievement while recognising the value and worth of each individual and providing an experience which meets their needs | ✓ | |
| A consistently high level of professionalism | ✓ | |
| The ability to uphold the individual school and wider Trust's vision | ✓ | |
| Decisiveness, including challenging children, young people and others to produce positive outcomes | ✓ | |
| Ability to work calmly, patiently and sensitively under pressure and to manage and resolve conflict | ✓ | |
| A flexible style that involves appropriate stakeholders in decision making | ✓ | |
| A lifelong learner who understands the value of creative and innovative thinking | ✓ | |