



HOLY TRINITY PEWLEY DOWN SCHOOL

JOB DESCRIPTION

At HTPD the children are at the centre of all we do. We work with our community to provide children with the best possible opportunities to enjoy school and achieve their full potential.

Employment details

Job title:	Early Career Teacher (ECT)
Reports to (job title):	Mentor / Headteacher (and the Governing Body of the School)
Relationships:	Liaison with the teaching and non-teaching staff of the school, Governors, Parents, Children, Advisers and other Professionals
Hours of work:	80% of the main timetable, which allows for 10% of the timetable, for use as PPA time and 10% as ECT time
Level and scale point:	TMS 1

Main duties/responsibilities

General
Undertake all the duties of a qualified teacher as described in the School Teachers' Pay and Conditions Document (STPCD).
Teaching and Curriculum
Take responsibility for a class of children determined by the Headteacher and in accordance with the duties listed below
Teach clearly structured lessons which maintain pace and interest, and challenge and motivate pupils.
Establish a safe and stimulating learning environment, where pupils feel confident and safe.
Take into account pupils' needs and abilities when planning lessons.
Demonstrate a good knowledge and understanding of the curriculum.
Mark and assess pupil's work, using different assessment and monitoring strategies, evaluating pupil progress towards the planned learning objectives.
Plan whole class and collaborative lessons which interest and include pupils from all backgrounds.

Set challenging learning and teaching objectives for the whole class, building on prior attainment where necessary.
School environment
Establish a clear framework for classroom discipline and follow the school's procedures for managing behaviour, recognising and encourage good behaviour.
Monitor pupils' discipline, intervening when necessary, to maintain a safe and productive learning environment.
Build and maintain good relationships with parents.
Set a good example to pupils, demonstrating the positive attitudes, behaviours and values which are expected of pupils.
Working with Pupils
Promote the school's code of conduct amongst pupils, in accordance with the school's behaviour policy.
Be able to set clear targets for pupils' learning taking into account the school's policy, National Curriculum requirements and prior attainment and monitor pupils progress towards those targets
Assess pupils' achievement and development, providing parents with written and oral reports.
Have a clear understanding of all pupils' needs, including varying levels of ability, special educational needs and disabilities (SEND), and pupils who may have learnt English as an additional language, where necessary in collaboration with the SENCO in order to monitor and review Individual Education Plans.
Mark and assess pupils' work and use the information for teaching and future lesson plans.
Monitor pupils' discipline, intervening when necessary, to maintain a safe and productive learning environment.
Encourage active and independent learning, enabling children to think for themselves.
Plan whole class and collaborative lessons which interest and include pupils from all backgrounds.
Additional Duties
Contribute to and support the overall ethos, work and aims of the school.
Comply with, support and promote all school policies and procedures, particularly in relation to child protection, equal opportunities, health and safety, confidentiality and behaviour.
Promote the general progress and wellbeing of all pupils within the school.
Undertake any other reasonable and relevant duties in accordance with the changing needs of the school, as required by the headteacher.
Undertake to run an extracurricular club/activity each week.
Contribute to constructive teambuilding amongst teaching and non-teaching staff, parents and governors.
Participate in regular performance management.
Reflect and evaluate personal teaching performance.
Regularly take part in the school's events, including charity fundraisers.

ECT Specific Duties
Attend regular meetings with mentor to discuss progress and their observations.
Attend progress meetings as appropriate with headteacher and mentor, to track progress and discuss observations.
Keep a log of CPD, regularly updating the headteacher of progress.
Allow lessons to be observed by experienced teachers throughout induction period, to make for fair and effective assessment
Review observations with the experienced teacher and keep a written record of each meeting, indicating where development is needed.

PERSON SPECIFICATION

	Essential	Desirable
Qualifications and Training	<p>The successful candidate will:</p> <ul style="list-style-type: none"> • Have Qualified Teacher Status • Be willing to undertake further training. 	<ul style="list-style-type: none"> • Relevant postgraduate professional qualification.
Knowledge and Skills	<p>The successful candidate will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a clear understanding of the curriculum across the primary phase. • Show an understanding of relevant legislation and educational developments. • Show how assessment and attainment information can be used to improve practice and raise standards. • Demonstrate different teaching methods, and how teaching should be adapted to cater for pupils' different needs. • Indicate how to develop and enhance the teaching practice of others. • Demonstrate effective intervention strategies to improve the quality of teaching and learning. • Experience working as part of a team. 	<ul style="list-style-type: none"> • Show how resources can be managed and deployed effectively. • First aid skills. • An understanding of the importance of parental involvement. • Experience working with children who have SEND and/or disabilities. • Experience working with children who demonstrate challenging behaviour. • Experience working with children who speak English as an additional language.

Personal Qualities	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> • An enhanced DBS certificate and barred list check. • A good attendance and punctuality record. • Excellent verbal and written communication skills. • Excellent time management and organisation. • High expectations of self and professional standards. • A commitment to CPD. • Enthusiasm for effective leadership and management. • The ability to work as both part of a team and independently. • The ability to maintain successful working relationships with other colleagues. • The ability to motivate others and lead their practices. • The ability to plan and resource effective interventions to meet curricular objectives. • High levels of drive, energy and integrity. <p>The successful candidate will be:</p> <ul style="list-style-type: none"> • Dedicated to promoting their own professional development, and that of others. • Able to promote good behaviour consistently. • Able to plan and take control of situations. • Committed to contributing to the wider school and its community. • Capable of handling a demanding workload and successfully prioritising work. • Enthusiastic and positive. • Able to anticipate and manage their workload and plan ahead. • Able to develop effective relationships with parents. 	<ul style="list-style-type: none"> • Self-confidence. • Ability to relate well to other professionals • A flexible approach. • Good sense of humour.
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