

Job Title:	Primary Specialist – KS2/English and Maths
Location:	Royal Greenwich Trust School
Responsible to:	Assistant Headteacher
Full/part time:	Full time, Permanent
GRADE:	Main Pay Scale / Upper Pay Scale (Inner London) + TLR 2B

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence.

A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

JOB PURPOSE

We are seeking to recruit a suitably qualified and experienced primary trained colleague (year 5/6 specialist) to provide the delivery of English and maths for our A4 groups, mainly in years 7 & 8. This is a key role in the development of our inclusive curriculum and in enabling our students to achieve their potential. The A4 groups are set up to support the learning and progress of our students who have identified literacy and/or numeracy needs. It provides a smaller class setting in which students can develop their reading, writing, numeracy and oracy skills.

You will be working within our Inclusion Faculty as well as with colleagues in the English and Maths teams. The ability to teach other subjects would be an advantage but is not essential although you would be expected to support colleagues in how to enable students to access their learning across the curriculum. An

understanding of the social, emotional and mental health issues experienced by students within our A4 groups and how to manage these would also be required in enabling students to taste success and progress academically.

This new post creates an exciting opportunity to make a real and positive difference to a key group of students within our inclusive learning community.

Core expectations of the role;

- To plan and deliver a broad, balanced curriculum for students, in accordance with faculty schemes of work and National Curriculum programmes of study, liaising with relevant colleagues on the planning of units of work for collaborative delivery.
- To monitor and support the overall progress and development of students as a Teacher/Form Tutor.
- To deliver quality first teaching in line with the school's expectations and policies on teaching and learning.
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their potential.
- To contribute to raising standards of student attainment.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- Under the overall direction of the Headteacher, carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document.

SPECIFIC RESPONSIBILITIES

Curriculum Leadership

- Lead on the design, planning, co-ordination, quality assurance, monitoring and evaluation of the curriculum for students within our A4 groups, ensuring that it meets the aims of the school and the needs of all pupils.
- Ensure that personal development, CEIAG and enrichment provision is embedded into the curriculum.
- Ensure that the statutory requirements of the National Curriculum are met.
- Lead on the monitoring, evaluation and development of the delivery of the curriculum, in line with the school's teaching principles, and ensuring that it meets the aims of the school and the needs of all pupils.
- Ensure that appropriate approaches to learning are used in relation to pupils with specific learning needs.
- Monitor, report on and evaluate progress towards meeting pupil achievement targets.
- Lead the evaluation processes within the subject and contribute to the curriculum leadership review to ensure strategic improvement plans are in place.

Leadership of Area

- Demonstrate a creative and inclusive approach in enhancing and developing the A4 provision within the school.
- Assist the SENCO and other key staff within the Inclusion faculty and beyond to ensure that the staff development programme is fit for purpose and is effectively implemented, monitored and evaluated.
- Provide ongoing guidance and support for colleagues in how to secure the best outcomes for students and assist them in how to successfully implement agreed strategies for learners.
- Assist the SENCO and other key colleagues in leading quality assurance measures e.g. learning walks and book reviews to ensure that high quality teaching and learning is in place across the learning experience of the cohort.
- Create an environment where there is visible acknowledgement that everyone's contribution is valued.

- Share knowledge of primary assessments and moderation with colleagues in order to strengthen knowledge and understanding
- Work alongside subject leaders through the use of assessment and other means, to identify student needs

Teaching responsibilities

- Undertake a designated programme of teaching across all relevant key stages.
- Plan teaching in accordance with faculty schemes of work and National Curriculum programmes of study.
- Liaise with relevant colleagues on the planning of units of work for collaborative delivery.
- Teach consistently high-quality lessons informed by the school's teaching principles.
- Set expectations for students in relation to standards of achievement and the quality of learning and teaching.
- Teach to ensure knowledge is retained in the long-term memory of students.
- Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes.
- Follow the department feedback policy, providing formative feedback in every lesson and whole class feedback for set pieces of work.
- Maintain discipline in accordance with the school procedures, and encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- Work in collaboration with Learning Support Assistants, the Special Educational Needs Team and the Inclusion Team.
- Work with the year 7 and 8 nurture groups ensuring there is a focus on improving literacy and numeracy skills and supporting their development of social skills in order for the students to thrive in the secondary setting.
- Be familiar with the SEND Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students.
- Be a role model for students, inspiring them to be actively interested in your subject.
- Update professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology in general, and in your curriculum area.
- Promote learning through out of hours activities such as enrichment, educational trips and speaker visits.
- Promote aspects of Personal Development, CEIAG and enrichment related to your subject.
- Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- Undertake assessment of students as requested by external examination bodies, curriculum areas and school procedures.
- Follow the school policies and procedures on teaching, learning and assessment.

Staff Development

- Continue professional learning in the relevant areas including subject knowledge and teaching methods.
- Engage actively in the Performance Management process.
- Participate and lead whole school CPL programmes.

Student Support and Progress

- To be a Form Tutor to an assigned group of students if and when required.
- To promote the general progress and well-being of individual students and the tutor group as a whole.
- To liaise with the relevant pastoral leaders to ensure the implementation of the student support system.

- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.

General administration

- Check that information required by various external bodies is produced within the given time scale and is of excellent quality.
- Assist the Head of Faculty to maintain the interior and exterior of the classrooms and displays to a high standard that reflects the ethos of the school.

Wider Professional Responsibilities

- Make an active contribution to the policies and aspirations of the school.
- Seek to share your expertise with colleagues.
- Contribute effectively to the work of the wider team.
- Play a critical role in the life of the school.
- Promoting the general progress and well-being of individual students.
- Providing guidance and advice to students on educational and social matters and on their further education and future careers.
- Providing a wide range of enrichment and personal development opportunities that are embedded into your curriculum offer.
- Communicating and consulting with the parents / carers of students in line with school procedures;
- Participating in meetings arranged for any of the purposes described above;
- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students.
- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school.

Qualification criteria

- A fully qualified teacher with evidence of QTS for secondary teaching.
- Qualified to at least degree level in subject area and/or good A-Levels or equivalent.
- Qualified to teach and work in the UK.

COMMON ROLES OF ALL TRUST MEMBERS

Leadership: Vision and Values

- Lead by example, providing inspiration and motivation, and embody for the students, staff, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive innovation.
- To drive up educational standards, promote life-long learning and continually improve outcomes for all.
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.

- Actively engage in the performance review process.
- Work within the Trust's health and safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional requirements:

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
- The Governing Body is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant)
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Governing Body.

JOB AGREEMENT

The postholder will be line managed and appraisal managed by: A designated member of the Senior Leadership Team.

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

_____ Signed by (Postholder)

_____ Signed by (Headteacher)

PERSON SPECIFICATION

	Essential
Knowledge and Experience	<ul style="list-style-type: none"> • Successful teaching experience at primary level, preferably in KS2 and within a multi-ethnic urban school (not essential). • Understanding of current theory and practice of effective teaching and learning. • Relevant experience/proven success in teaching at all relevant Key Stages and confidence in developing the curriculum. • Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard. • Ability to work in collaboration with colleagues, parents & carers and other professionals to secure positive change for the young person being focused on.
Skills and Abilities	<ul style="list-style-type: none"> • The ability to work as part of a team and to develop and maintain positive relationships with all colleagues. • Good level of ICT skills. • Knowledge of strategies that can be used effectively at Key Stages 2 & 3 to raise attainment. • Ability to lead and manage own work effectively in line with school the school's priorities, meeting all agreed deadlines. • Ability to accurately reflect on practice and identify professional development needs. • Strong leadership skills and evidence of motivating students and staff. • Ability to monitor the quality of teaching and learning across all Key Stages and provide appropriate support as required. • Ability to recognise and respond to the needs of students of different learning needs and backgrounds. • Ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention.
Personal Qualities	<ul style="list-style-type: none"> • Passionate about developing and working within a culture of academic excellence. • Committed to providing an inclusive transformational education for all students. • Motivated to contribute directly to the creation and growth of a thriving new secondary school. • Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels. • Committed to contributing to school life as a whole and willingness to be involved with enrichment activities and community projects. • A positive approach to hard work and collaboration within a team. • Passionate belief in the success of young people in the subject and in teaching and obtaining high standards. • Responsive to and resilient when faced with the management of change or challenge.