

Role description

Role title:	Class 4 (year 5) teacher - immediate start (Spring 2019)
Accountable to:	Phase Lead, Vice Principal, Principal
Role purpose:	The primary focus of this post is to teach and hold a group of children from Class 4 (Y5) upwards, bringing the best of mainstream and Steiner-Waldorf pedagogy together to provide an excellent education. The postholder will stay with the class, ideally until the end of class 7/Year 8.
Remuneration:	Starting salary: £24,800
Position:	Permanent
Role relationships:	The postholder will be required to manage learning support assistants within the classroom environment; Other working relationships: - <ul style="list-style-type: none"> ● Principal, vice principal and phase leads; ● Designated safeguarding officer; ● SENDCo and learning support team; ● Inclusion and behaviour team; ● Class and subject teachers; ● Parents; ● Representatives of external support agencies and other schools; ● School support staff

Accountability

Class teachers are accountable for:

- the quality of the education and management within their classroom;
- the safety and wellbeing of the students in their care, and the wider safety of pupils throughout the school;
- differentiation and curriculum support to enable all pupils in the class to achieve their very best;
- the upholding of DfE Teaching Standards.

Key Tasks

AREAS OF ACCOUNTABILITY	KEY TASKS
Teaching and Learning	<ul style="list-style-type: none"> ● To teach the Steiner Waldorf curriculum as it applies to a mainstream, state funded Academy. This includes: - <ol style="list-style-type: none"> 1. The main lesson (generally two hours per day)



	<p>2. Additional subject lessons (including teaching subject lessons to other classes). The total number of timetabled lessons to be taught is not fixed but will be in the region of 27 per week. A lesson is generally 40 minutes long and the main lesson is therefore counted as three lessons, i.e. 15 of the 27. In addition to the 27 lessons a week the teacher will be expected to teach cover lessons as required and to supervise outside of timetabled lessons, including before and after school and during break and lunch times.</p> <ul style="list-style-type: none"> • To take responsibility for the management of the class, including: <ol style="list-style-type: none"> 1. supervising and managing pupil behaviour, working closely with the SEND and inclusion team; 2. liaising with colleagues and parents to support pupil progress; 3. management of the classroom environment; • participating in inductions for new pupils; • organising and supervising the class's participation in trips, festivals and other activities; • working in line with and contributing to the teaching and learning targets in the School Improvement Plan.
<p>Recording and Assessment</p>	<ul style="list-style-type: none"> • recording and assessing the pupil progress in line with the school's assessment framework; • maintenance of appropriate records for pupils in the class, including taking responsibility for the progress of pupils with the designation of SEND, EAL, PPF and Looked After Children; • producing end of term reports in line with the school's assessment timetable; • Participating in the national framework assessments as required; • Attending appropriate meetings, including IEP review meetings, parents' evenings and consultations in order to keep parents informed about their child's progress.
<p>Standards and quality assurance</p>	<ul style="list-style-type: none"> • To actively work with and promote the school's approach to creating a safe learning environment to enable all pupils to access the education; • To actively and constructively work with colleagues throughout the school to deliver effective education and help the smooth day-to-day running of the whole school; • To support the aims and ethos of the school; • To maintain confidentiality at all times; • Set a good example in terms of dress, punctuality and attendance; • Attend and participate in open events and student performances;

	<ul style="list-style-type: none"> • To undertake appropriate preparation, study and training as necessary both for the effective discharge of this role and also to advance the school's ethos, principles and objectives; • Attend team and staff meetings; • To be aware of the school's policies and procedures and to fully compliant in their implementation;
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The above list is not exclusive or exhaustive and the post holder will be required to undertake such duties as may reasonably be expected within the scope of the post. All members of staff are required to be professional, co-operative and flexible and undergo reasonable and directed professional development. This may require out of 'normal hours' and personal study which may be unpaid.

Person Specification

Essential	Desirable
<i>Qualifications and training</i>	
<ul style="list-style-type: none"> • PGCE, formal teaching qualification or Education degree (BEd/BA). • Evidence of continuous participation in in-service development and a commitment to further professional development; 	<ul style="list-style-type: none"> • Qualified Teacher status; • Steiner Waldorf teacher training qualification.
<i>Experience</i>	
<ul style="list-style-type: none"> • Experience of working successfully and co-operating as a member of a team; • Experience of setting targets and monitoring, evaluating and recording pupil progress. • Experience of planning and implementing an effective teaching programme including the monitoring, assessment, recording and reporting of pupils' progress; 	<ul style="list-style-type: none"> • Class teaching experience in a Steiner Waldorf setting; • Class teaching experience in a mainstream educational setting;
<i>Knowledge, understanding & attitudes</i>	
<ul style="list-style-type: none"> • A good understanding of the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation, differentiation and learning strategies); • Knowledge of behaviour management techniques for groups and individuals; 	<ul style="list-style-type: none"> • Knowledge of the Steiner Waldorf curriculum, • Ability to work effectively in a team and keen to work with colleagues in the development of the school in its pioneering phase and beyond, and with its curriculum;



<i>Professional qualities</i>	
<ul style="list-style-type: none"> • Ability to establish and maintain excellent professional relationships with pupils, parents and colleagues; • Ability to set high expectations of all pupils and be committed to raising educational achievement; • A flexible approach to working in a pioneering school environment; • Excellent verbal and written communication skills, with the ability to communicate effectively with pupils, colleagues and parents; • Ability to maintain confidentiality; • 	<ul style="list-style-type: none"> • A commitment to bringing Steiner education to children who would not otherwise have access to this form of education. • A willingness to develop and teach a subject specialism in addition to the class teacher role;
<i>Skills</i>	
High standard of IT literacy including Microsoft Office Organisational skills	Experience of using School Management and Safeguarding Information Systems (we use Arbor and CPOMS)

Essential application information

Steiner Academy Exeter is committed to safeguarding children and young people and expects all staff and volunteers to share this commitment. Candidates must be suitable to work with children and will be expected to undertake an advanced DBS disclosure. Candidates must have the right to work in the United Kingdom. Candidates from abroad will be asked to provide criminal records clearance from countries of residence, as well as evidence of eligibility to work in the United Kingdom.

Applications for the post must be made on the standard application form via our website at <http://www.steineracademyexeter.org.uk/current-vacancies> .

Deadline for receipt of completed applications - Monday 16th January 2019

Interviews will be in the week of 21st January 2019

Please be aware that the SAE is not able to guarantee a school place for the children of staff. Whilst every effort will be made to ensure that staff who wish to enrol their children in SAE will be able to do so, the school's admissions arrangements and its statutory commitments to inclusion mean that no commitment can be made or certainty offered.

Paul Hougham, Acting Principal, December 2018