



TRINITY FIELDS SCHOOL and RESOURCE CENTRE

Learning together in a changing world creating SUCCESS for all.

Supporting all pupils to become ambitious, enterprising, ethical and healthy learners

Post title	Class teacher
Location	Trinity Fields School and Resource Centre This position could be at the main school site or at one of the school's satellite classes attached to mainstream schools
Postholder	
Salary scale	
Supervision	Line management responsibility will lie with the headteacher
Job purpose	<p>“To consistently secure the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.”</p> <p style="text-align: center;">Professional Standards for Teaching and Leadership, 2018</p> <p>Teachers will be responsible for the education and welfare of a designated class of pupils, having due regard to the requirements of the curriculum and assessment procedures, as they apply within the Welsh context. These requirements will include the postholder having current knowledge of the following as they apply within a special school:</p> <ul style="list-style-type: none"> • Routes for Learning; • Routes to Literacy and Numeracy; • Foundation Phase; • Assessment for learning; • Literacy and Numeracy Framework; • Digital Competence Framework; • Curriculum for Wales; • 14-19 Learning Pathways and associated accreditation networks; • ALN and ET (Wales) Act. <p>Teachers would also be expected to work within the school's shared vision and aims, schemes of work, assessment procedures and any policies developed and agreed by the Governing Body. They will develop their practice to ensure the 4 core purposes of the Curriculum for Wales are incorporated into their teaching strategies; supporting pupils to develop as:</p>

	<ul style="list-style-type: none"> • ambitious, capable learners, ready to learn throughout their lives • enterprising, creative contributors, ready to play a full part in life and work • ethical, informed citizens, ready to be citizens of Wales and the world • healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
Expectations	<p>It is expected that the postholder will continue to meet the “Professional Standards for Teaching and Leadership” throughout their teaching career.</p> <p>Teachers employed at Trinity Fields will be committed to their own professional development and strive for continuous improvement in their practice through self-reflection.</p> <p>Teachers wishing to progress into leadership roles will be expected to develop their leadership skills as detailed in the Leadership Standards. These postholders will be supported and encouraged to undertake a continuous review of their work, making effective use of all available leadership tools and strategies.</p>
Key responsibilities	<p>Class teacher:</p> <p>Area of learning and experience (AoLE) team:</p>

This job description should be read in conjunction with the following key documents:

- [Current School Teachers’ Pay and Conditions Document \(STPCD\)](#);
- [Professional Standards for Teaching and Leadership \(Welsh Government, 2018\)](#).

The overarching values and dispositions set out in the “Professional Standards for Teaching and Leadership” will drive all teachers to exhibit high professional standards in their practice and will encompass the following:

- The needs and rights of pupils will be central and take priority in the teacher’s approach to their job. They will have high expectations and be committed to the achievement of each pupil.
- Teachers have a professional right to be part of a school that sees itself as a learning organisation. They have the autonomy to be a contributing part of a local, national and global profession and the right to instigate and support improvement to the school to benefit pupils.
- Teachers are an influential part of a developing and coherent education culture in Wales.
- They consistently emphasise the central importance of the promotion of the Welsh culture and language. Pupils will be supported in gaining skills across all areas of learning/experience and every opportunity will be taken to extend their skills and competence.
- Teachers consistently emphasise the central importance of literacy, numeracy and digital competence.

- Teachers are professional learners and commit to continuous engagement in career long development, collaboration and innovation.

All teachers at Trinity Fields will:

- have good, up-to-date subject knowledge;
- have high expectations of all pupils;
- plan effectively and have clear objectives for taught sessions and other learning experiences;
- use a range of teaching and training methods and resources which interest pupils and stimulate and challenge them to achieve highly;
- act as good language models;
- establish good working relationships that foster learning;
- manage pupils' behaviour positively, safely and effectively;
- use learning support staff effectively;
- be successful in providing demanding work to meet the needs of all pupils;
- use effective strategies to feedback and mark pupils' work to enable them to know how well they are doing and what they need to do to improve;
- encourage pupils, wherever possible, to take note of feedback;
- ensure the feedback develops pupils' ability to assess their own and their peers' performance;
- use assessment information to inform future planning;
- develop and implement clear, systematic, manageable, consistent and useful records on each pupil;
- use records effectively to track pupils' progress, compare outcomes with benchmarks and intervene in individual cases if necessary;
- produce reports on pupils that are clear, consistent and informative, and set out areas for improvement;
- enable pupils to contribute to the contents of reports, where appropriate;
- help parents/carers to understand procedures and have access to records and reports relating to their children; and
- encourage parents/carers to respond to reports on progress.

Teachers employed at Trinity Fields School and Resource Centre will perform, in accordance with the provisions of the current STPCD and within the range of duties set out in that document so far as relevant to the postholder's title and salary grade. The post is otherwise subject to the Conditions of Service for School Teachers in England and Wales and to locally agreed conditions of employment to the extent that they are incorporated in the postholder's individual contract of employment.

The 5 professional standards for teaching and leadership are:

1. Pedagogy
2. Collaboration
3. Innovation
4. Professional learning
5. Leadership

Pedagogy

1. Consistently secure the best outcomes for learners through progressively refining and advancing teaching and influencing learners.
2. Establish and maintain a learning environment that promotes positive learning habits and behaviours that meet the four purposes and enables learners take growing responsibility for their own learning.
3. Utilise a range of assessment techniques to monitor and record pupil progress and to inform planning in order to meet identified needs of learners.
4. Make effective use of differentiation to meet the needs of all learners.
5. Make effective use of data to produce timely and accurate feedback, records and reports to facilitate a deeper understanding of learning and enhance the learning experience.
6. Involve parents, carers, other partners and stakeholders in learner development in terms of the four purposes of the curriculum.
7. Embed, develop and extend the four purposes in planning, preparation and teaching to drive learner experience and achieve positive outcomes for all learners.
8. Utilise relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes in both planning and delivery.
9. Deploy a wide range of teaching methods and blended learning experiences.
10. Extend learners' cultural, linguistic, religious and socio-economic experience through the use of real-life, authentic contexts for learning.
11. Work with learners to track progress in learning and identify next steps for progress.
12. Develop and use cross-curricular themes relevant to areas of learning to build links and enable effective reflection on learning.
13. Communicate and provide appropriate levels of challenge and expectations for the range of student abilities and characteristics in order to motivate learners to achieve.
14. Seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.
15. Encourage learners to reflect upon their own learning and take an active role in managing their own learning agenda.
16. Promote and secure self-motivation and self-direction in learners.
17. Provide time for learners to reflect and evaluate own learning and behaviours.
18. Promote the links between high-quality learning experiences and outcomes and improved learning and well-being.

Collaboration

19. Work productively with all partners in learning in order to extend professional effectiveness.
20. Proactively seek and engage with advice and support from a range of formal and informal sources and implement this to improve outcomes for learners.
21. Work with in-school colleagues collaboratively and innovatively to enhance learner experience.
22. Support the development of others through contribution to whole school initiatives, involvement in programmes that extend expertise and developing high quality

relationships with colleagues in order to have a positive impact upon learner experiences.

Professional Learning

23. Take responsibility for own professional learning by continuously seeking to extend knowledge, skills and understanding and embracing challenge and support to progressively develop pedagogy.

24. Undertake wider reading to enhance understanding of theories and research relating to assessment, pedagogy, child and adolescent development and learning relevant to planning and day to day practice.

25. Engage with professional networks and communities.

26. Use the Professional Learning Passport to record professional learning and reflect on and improve practice.

Innovation

27. Employ an innovative outlook to developing techniques and approaches to improve pedagogy and outcomes.

28. Support the development of others through modelling teaching techniques and utilising experience to offer advice and expertise.

29. Use professional judgement and critical analysis to develop new techniques and shape practice to take learning forward.

30. Evaluate, analyse and share the impact of changes in practice.

Leadership

31. Exercise leadership through all aspects of professional practice to support the efforts of others across the school and beyond to fulfil the education ambitions for Wales.

32. Demonstrate a personal and professional commitment to the principles of equity and maximising the potential of all learners.

33. Exercise corporate responsibility through ensuring understanding and compliance with the policies, principles and values of the school, including safeguarding, health and safety and equality.

34. Demonstrate commitment to leading learning through engagement with collaborative experiences in school and other contexts.

35. Support formal leadership roles through seeking an understanding of the role, responsibilities and contribution of others across the school towards the school's ethos and the fulfilment of the school's vision.

The duties and responsibilities are difficult to define in detail and may vary from time to time without changing the general character of the duties or level of responsibilities entailed. The postholder is therefore expected to undertake such other duties as may be requested provided the general character of the duties or level of responsibility does not change.

Signed (Postholder)	
Signed (Headteacher)	
Date	

This job description will be reviewed annually with the postholder as part of the school’s performance management procedures.

PERSON SPECIFICATION	ESSENTIAL	DESIRABLE
QUALIFICATION	<ol style="list-style-type: none"> 1. Qualified teacher status and registered with EWC. 2. Honours Degree in relevant area. 	<ol style="list-style-type: none"> 1. Additional ALN qualification(s)
KNOWLEDGE and EXPERIENCE	<ol style="list-style-type: none"> 1. Experience in a special school/specialist setting. 2. Knowledge and understanding of the Welsh Educational context and initiatives. 3. Knowledge of best practice and procedures for safeguarding pupils. 4. Up to date knowledge and understanding of what constitutes excellent teaching in line with the “Professional standards teaching and leadership” 2018. 5. Knowledge of effective strategies and procedures relating to continuous professional development and performance review. 6. Experience of effective liaison with governors, parents/carers and the community. 	

PERSON SPECIFICATION	ESSENTIAL	DESIRABLE
<p style="text-align: center;">SKILLS</p>	<ol style="list-style-type: none"> 1. Ability to lead, manage and motivate pupils to achieve high standards. 2. Successful teaching experience for pupils with additional learning needs. 3. Ability to communicate and develop links effectively, both orally and in writing with a range of audiences. 4. High level of personal skill in using and applying information and communication technology (ICT) 5. Effective organisational abilities. 	
<p style="text-align: center;">PERSONAL ATTRIBUTES</p>	<ol style="list-style-type: none"> 1. The ability to be resilient under pressure and remain positive and enthusiastic. 2. Ability to demonstrate sound and balanced judgement, decisiveness and flexibility. 3. Integrity, loyalty and sensitivity. 	
<p style="text-align: center;">OTHER REQUIREMENTS</p>	<ol style="list-style-type: none"> 1. Understand and demonstrate a willingness to promote equal opportunities for all within the school. 2. Enhanced Disclosure and Barring Workforce Check Required for Children and Adults. 3. There is a requirement that the postholder will register with the Education Workforce Council Wales. 	