

Job title: EYFS & Primary Teacher

Month-Year
September 2023

Mission: To support the following BSB strategic Priorities

1. Care - Provide a caring and supportive environment that embraces diversity and equality so that our school community feels respected and able to thrive.
2. Community -Build a positive and welcoming community for all members of our school. Fostering and valuing collaborative partnerships with students, parents, and wider school partners, to drive and celebrate success.
3. Growth - Provide students with the opportunities, support and challenge to grow as individuals and to become successful young citizens. Develop an exciting and engaging environment in which staff reflect, innovate and create.
4. Learning -Develop a community where all members are active learners who embrace creativity, innovation and challenge.

Safeguarding: To comply with safeguarding policies, procedures and code of conduct. To demonstrate a personal commitment to safeguarding and student/colleague wellbeing. To ensure that any safeguarding concerns or incidents are reported appropriately in line with policy. To engage in safeguarding training when required.

KPIs	Values	Functions	Skills
<ul style="list-style-type: none"> • High quality lessons observed through the monitoring cycle (QMC) • Clear data systems in place with targeted planning and interventions • Student learner surveys indicate that students feel challenged and supported • Students outcomes demonstrate Good Progress 	<ul style="list-style-type: none"> • <i>Excellence:</i> We aspire to achieve excellence in everything we do. • <i>Collaboration:</i> Together, we are more aligned and more effective. • <i>Respect:</i> We treat all with fairness, compassion and respect • <i>Integrity:</i> We do what we say we will do. • <i>Accountability:</i> We have a clear sense of what is expected of us and we do our utmost to deliver, taking our responsibilities as educators seriously. 	<p>As a teacher at BSB you will be expected to follow the guidelines set out in the Cognita Teaching Toolkit. This includes clear expectations for planning, assessment, relationships, lesson delivery and wider professional duties. You will also be expected to contribute towards helping to deliver the whole school strategic priorities. You will be expected to do anything reasonable required by the Headteacher and Principal.</p> <p>1. As a teacher: Deliver the primary curriculum, modelling outstanding practice, in an innovative and inspirational way. To have high expectations of all students and to track progress, using formative assessment tools, based on relevant data, observations through a wide range of opportunities. Summative assessments will be used to support overall teacher assessments. To maintain a positive learning climate in accordance with the school's procedures and encourage good practice with regard to punctuality, behaviour and standards of work. To assess students' work in line with school policies and procedures, referring to student performance targets.</p> <p>2. Other responsibilities To continue personal development and participate in the school's staff development programme. To engage actively with the school's performance management programme. To attend staff meetings, open evenings, and parents' evenings. To attend morning assemblies and staff morning briefing unless on duty.</p>	<ul style="list-style-type: none"> • ability to directly lead others and also work through others • ability to contribute to team effectiveness, building on others skills, strengths and ideas • vision and strategic planning skills in order to identify needs and develop solutions • analytical analysis skills to interpret data and trends then provide appropriate and creative interventions • self-reflection and willingness to develop own practice and the practice of others

Profile:

- Qualification: Batchelors Degree and QTS or international equivalent essential.
- Knowledge/experience: Significant teaching experience in Primary School.
- Competences: Personal Drive, Integrity, Resilience, Influencing others, Partnership working, Holding others to account, Developing others, Analytical thinking
- Languages: English essential and Spanish desirable.

Relationships:

- INTERNAL: Phase leaders
- EXTERNAL: School community.

Hierarchical dependency:

- Direct Report: Headteacher
- Indirect Report: Phase leader, DHT Primary

Cognita Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other third parties to share this commitment. Safer recruitment practice and pre-employment background checks, to the maximum extent permitted by law will be undertaken before any appointment is confirmed.

Signed: Name (Print): Date: