

Purley Partnership Federation



Purley Nursery School
Achieving and growing together



Christ Church Primary School
*Nurturing lifelong learners with
God's guidance*

JOB DESCRIPTION & PERSON SPECIFICATION FOR A LANGUAGE SPECIALIST TEACHER

MAIN PURPOSE OF THE POST

Speech, language and communication skills are vital to young children's development. Children need to be able to understand others, to express ideas and interact effectively with their peers. Speech and language skills form the basis of many areas of child development by

- providing a foundation for other areas such as reading and writing
- enabling access to the whole curriculum and helping children to make sense of the world around them
- supporting communication skills
- promoting social skills by helping children form friendships
- building confidence and self-esteem and supporting emotional and behavioural development

Due to the Covid pandemic, some children in Early Years have missed opportunities to develop their language and vocabulary skills. We would like to recruit a qualified teacher to lead group and individual intervention sessions for focus children to support their language skills.

SPECIFIC RESPONSIBILITIES:

- Complete baseline assessment for each child to enable the impact of intervention to be assessed.
- Devise a programme of learning to develop the communication skills of target children
- Weekly record keeping of strategies used/planning and child response.
- Report to EHT, DHT or EYFS coordinator on a half termly basis.
- Regular discussion with class teachers

TEACHING

As a specialist language teacher you will be expected to:

1. Set high expectations which inspire, motivate and challenge pupils.

- 1.1 Establish a safe and stimulating environment for pupils, noted in mutual respect.
- 1.2 Set goals that stretch and challenge pupils of all backgrounds, ability and dispositions.

1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

2. Promote good progress and outcomes by pupils.

2.1 Be accountable for pupils' attainment, progress and outcomes.

2.2 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.

2.3 Guide pupils to reflect on the progress they have made and their emerging needs.

2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.

2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge.

3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.

3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.

3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

4. Plan and teach well structured lessons.

4.1 Impart knowledge and develop understanding through effective use of lesson time.

4.2 Promote a love of learning and children's intellectual curiosity.

4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching.

4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

5. Adapt teaching to respond to the strengths and needs of all pupils.

5.1 Know when and how to differentiate appropriately, using approaches which enables pupils to be taught effectively.

5.2 Have a secure understanding of how a range of factors can inhibit pupils ability to learn, and how best to overcome these.

5.3 Demonstrate an awareness of the physical, social and intellectual support pupils' education at different stages of development.

5.4 Have a clear understanding of the needs of pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment.

6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

6.2 Make use of formative assessment to secure pupils' progress.

6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons.

6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment.

7.1 Have clear rules and routines for behaviour and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

7.3 Manage groups effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Parent partnership.

8.1 To foster good relationships with children, parents and colleagues.

8.3 To communicate effectively with parents where appropriate with regard to pupils' achievements and wellbeing.

9. Wider professional responsibilities.

9.1 To make a positive contribution to the wider life and ethos of the school.

9.2 To develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.

9.4 To take responsibility for improving teaching through appropriate professional development.

PERSONAL AND PROFESSIONAL CONDUCT

Please note that this school has a strong Christian ethos and it is essential that teachers are able to support this (point 6 below).

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

1. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.

2. Having regard for the need to safeguard pupil's wellbeing, in accordance with statutory provisions.

3. Showing tolerance of and respect for the rights of others.

4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

6. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

7. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Staff Directed Time

Class time 08.40 -15.10

Before school 08.30 - 08.40

After school 15.10 -15.25

Appraisal

INSET Days - you are expected to attend a proportion of INSET days and staff meetings similar to your teaching commitment.

This job description may be reviewed at the end of the academic year or earlier if necessary.