



LEARNING TOGETHER
CORNWALL EDUCATION LEARNING TRUST

EARLY CAREER TEACHER

JOB DESCRIPTION & PERSON SPECIFICATION

COLLABORATE • EMPOWER • LEAD • TRANSFORM



Lisa Mannall

TRUST LEAD, CORNWALL
EDUCATION LEARNING TRUST

Welcome, and thank you for requesting an information pack for this special vacancy. Cornwall Education Learning Trust (CELT) is a family of Cornish schools with a strategic vision of 'learning together to help every child achieve more'. We are proud to be educating over 7,500 learners across mid-Cornwall and believe there is no limit to what a child can achieve.

As educationalists, we often ask how can we make sure we give every child the chance to shine? How can we make the most of our unique Cornish environment and heritage to fill children with wonder and a grounding sense of place? As a Trust, we agree that a child needs to feel that they are wanted, loved and valued for exactly who they are, from the beginning. At CELT, we believe that nature is a gift we should encourage for every child so forming a relationship with nature early on is a very powerful thing. We want children to grow up remembering their childhood as a happy, safe place where they connected with Cornwall's beautiful natural environment.

Living and working in Cornwall offers you access to a beautiful environment, rich cultural heritage and unique lifestyle which is hard to match. Cornwall has a diverse landscape with nearly a third of the county designated as an Area of Outstanding Natural Beauty. Being almost completely surrounded by sea, there are miles of dramatic coastline, captivating fishing harbours, and spectacular sandy beaches to enjoy but if trees or wide-open spaces are more appealing, there are glorious moors, woods and heathlands throughout the spine of the county.

As a Trust CELT can offer you superb career possibilities in a dynamic team of education professionals. In return you'll dazzle us with your passion, drive, and ambition to make the lives of local children richer, happier and more fulfilling.



JOB DESCRIPTION

Purpose of the Post:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

Reporting to:

Head Teacher, Deputy Head Teacher, Local Governing Body

Responsible for:

The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities.

Key Contacts:

Other Teaching Staff, Support Staff, Pupils, Parents

Location:

May be based at any of our Trust schools, there will be a requirement to travel between sites.

Salary Grade:

MPS

Closing date for applications: Friday 17th February 9.00am

Initial open event and assessment will be held on: Wednesday 3rd March

Successful candidates will be invited for interview on 8th or 10th March



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PRINCIPAL RESPONSIBILITIES

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DUTIES & RESPONSIBILITIES:

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards. Teachers' performance will be assessed against the teacher standards as part of the performance management process as relevant to their role in the school.



TEACHING:

- Have sound subject knowledge to deliver the curriculum as relevant to the age and ability group/subject/s that you teach;
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate;
- Be accountable for the attainment, progress and outcomes of pupils you teach;
- Be aware of pupils' capabilities and their prior knowledge - plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn;
- Have a clear understanding of the needs of all pupils, including those with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them;
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject);
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics;
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment;
- Make accurate and productive use of assessment to secure pupils' progress;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study;
- Use relevant data to monitor progress, set targets, and plan subsequent lessons;
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate;
- Participate in arrangements for examinations and assessments within the remit of the School Teachers' Pay and Conditions Document.



BEHAVIOUR AND SAFETY:

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly;
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils;
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary;
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils;
- Have high expectations of behaviour, promoting self-control and independence of all learners;
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document;
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.



TEAM WORKING AND COLLABORATION:

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school, including pastoral arrangements and assemblies;
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them;
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments;
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil;
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school;
- Cover for absent colleagues within the remit of the current School Teachers' Pay and Conditions document.



WIDER PROFESSIONAL RESPONSIBILITIES:

- Work collaboratively with others to develop effective professional relationships;
- Deploy support staff effectively as appropriate;
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate;
- Communicate and co-operate with relevant external bodies;
- Make a positive contribution to the wider life and ethos of the school.

ADMINISTRATION:

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate;
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document.



ENTITLEMENT AND PROFESSIONAL DEVELOPMENT:

- CELT offers induction to Early Career Teachers (ECTs) and aims to manage a personalised programme to support an Early Career Teacher during their induction, to satisfactorily meet the Teachers' Standards by the end of this period. This induction will be underpinned by the provisions of the Early Career Framework (ECF).
- The ECT programme is underpinned by a monitoring and support, and you will receive regular reviews of the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary, and responding to advice and feedback from colleagues.
- Be responsible for improving your teaching through participating fully in ECT programme, training and development opportunities identified by the school or as developed as an outcome of your appropriate body termly progress reviews.
- A commitment to full attendance and participation in whole school CPD, CELT ECT specific training and appropriate body seminars and self-directed study

OTHER:

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality;
- Perform any other reasonable duties as requested by the Head Teacher.



GENERAL RESPONSIBILITIES APPLICABLE TO ALL STAFF

- To demonstrate and promote the values of Cornwall Education Learning Trust at all times.
- To work effectively with other members of staff to meet the needs of all pupils.
- To work with professionalism in line with the Trust's Code of Conduct.
- To attend staff meetings and Trust-based INSET as required.
- To be responsible for his/her own self-development on a continuous basis, undertaking any training/professional development as appropriate.
- To be aware of and adhere to all applicable Trust policies and procedures.
- To maintain at all times the utmost confidentiality with regard to all reports, records, personal data relating to staff and pupils and other information of a sensitive or confidential nature acquired in the course of undertaking duties for the Trust, with due regard to General Data Protection Regulations.

Note:

- This Job Description is illustrative of the general nature and level of responsibility of the work to be undertaken commensurate with the grade. It is not a comprehensive list of all the responsibilities, duties and tasks relating to the post.
- The postholder may be required to undertake such work as may be determined by the line manager from time to time, up to or at a level consistent with the main responsibilities of the job.
- This Job Description may be amended at any time in consultation with the postholder.

SPECIAL CONDITIONS OF EMPLOYMENT

Cornwall Education Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The postholder is required to follow all of the Trust's policies and procedures in relation to safeguarding at all times, and to adhere to the statutory guidance 'Keeping Children Safe in Education'. The postholder must take appropriate action in the event that they have concerns, or are made aware of the concerns of others, regarding the safety or wellbeing of children or young people.

All offers of employment are conditional and subject to satisfactory pre-employment checks including receipt of original qualification documents, references, medical screening, proof of eligibility to work in the UK, Childcare Disqualification check and a Disclosure and Barring Service (DBS) check.



PERSON SPECIFICATION

Selection Criteria	Essential	Desirable	How Assessed
Education and Training	<ul style="list-style-type: none"> • Good Honours Degree • PGCE or equivalent • Qualified Teacher Status 	Teaching Experience with the age range and/or subjects applying for	Application Form
Skills and Experience	<ul style="list-style-type: none"> • Ability to create a stimulating and safe learning environment • Ability to plan, prepare and deliver the curriculum as relevant to the age and ability group/subject that you teach • Ability to assess and record the progress of pupils' learning to inform next steps and monitor progress • To teach using a wide variety of strategies to maximise achievement for all children, including those with special educational needs and high achievers • Ability to successfully deploy a wide range of effective behaviour management strategies • High level of oral and written communication skills and an ability to work in partnership with other staff • Excellent ICT Skills and ability to use ICT to advance pupils' learning • A passion for Outdoor Learning and a Child Led Curriculum 	<ul style="list-style-type: none"> • Knowledge of current education and professional developments and an understanding of their application in a whole school context. 	Application Form Interview
Specialist Knowledge	<ul style="list-style-type: none"> • Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people • Demonstrates an awareness, understanding and commitment to equality and inclusion 	<ul style="list-style-type: none"> • Self-motivated and ability to use own initiative • Ability to be flexible and adaptable 	Application Form Interview
Values Related Qualities	<ul style="list-style-type: none"> • Collaborate – ability to work effectively as a team • Empower – ability to take initiative and problem solve in order to improve performance • Leadership – To lead by example and achieve shared goals • Transformation – ability to recognise a need for change and adapt accordingly 		Application Form Interview