



**GUISELEY  
SCHOOL**

## Job Description

**Job Title:** Standard Scale Classroom Teacher

**Line Managed by:** Appropriate Director of Teaching & Learning / Curriculum Leader / Associate Leadership Member

### **Job Purpose**

To meet the school's vision for our students to discover and develop their talents in the pursuit of individual academic achievement, personal growth and success.

### **Teaching and Managing Student Learning**

1. To teach the lessons assigned
2. To ensure that Guiseley School is an inclusive school which meets the needs of the local community to an exemplary standard.
3. To provide effective teaching for SEN classes, groups and individuals so that teaching objectives are met, pace and challenge are maintained, and best use is made of teaching time
4. To assess how well learning objectives have been achieved and use this assessment for future teaching
5. To set appropriate homework adjusted for SEN in line with the school's Homework policy
6. Under the guidelines of the school's Assessment policy to mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress.
7. To lead, hold accountable, advise, and support a small team in delivering special educational needs provision and ensuring inclusive practice within designated areas.
8. To set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching, positive and productive relationships in line with the school's Behaviour policy and procedures

9. To maintain good order and discipline among the students and take care of their health and safety when they are on school premises and when they are engaged in authorised school activities elsewhere. To contribute / help prepare risk assessments as necessary following the school's health and safety guidelines
10. To undertake the role of 'SEN' Form Tutor where required
11. To design, adapt, and deliver a highly bespoke, multi-disciplinary curriculum for a specialised 'Gateway' group, acting as their holistic educator and pastoral anchor to support a range of EHCP and SEND students with SLCN and Cognition and Learning needs.
12. To support Faculty and Curriculum Leads in ensuring high standards of quality first teaching that responds to student need.
13. To support the Lead and Deputy SENDCo/Designated Teacher with the operational compliance, monitoring, and statutory review of the EHCP cohort and PEPs.

### **'Gateway' Group Teaching & Curriculum Adaptation**

1. **Multi-Subject Delivery:** Deliver high-quality, engaging teaching across a number of subjects tailored specifically to the learning profiles of a specialised group.
2. **Curriculum Adaptation:** Dynamically adapt the curriculum to ensure it provides stretch and challenge while remaining fully accessible, enabling SEND students to fulfil their potential.
3. **Inclusion Room Resources:** Design and implement a bespoke curriculum for the isolation/inclusion room, specifically developing high-quality core subject booklets that support SEND students in continuing their education effectively while in the facility.
4. **PSHE & SEMH Curriculum:** Adapt and teach the PSHE curriculum that integrates key aspects of Social, Emotional, and Mental Health (SEMH) support to foster emotional regulation, resilience, and personal growth.

### **Pastoral Leadership & Form Tutoring**

1. **Gateway Form Tutor:** Act as the dedicated Form Tutor for the nurture group cohort, providing a highly structured, supportive, and consistent start to the school day.
2. **Holistic Care:** Set a good example to all students in presentation and personal conduct, monitoring their social, academic, and pastoral performance closely.
3. **Inclusion Promotion:** Promote all SEND students' inclusion in the school community and access to the curriculum, facilities, and extra-curricular activities.

### **Team Leadership and Management**

1. **Team Leadership:** Lead, advise, and hold accountable a small team of support staff or TAs within designated areas of responsibility.
2. **Day-to-Day Supervision:** Manage local management processes for assigned support staff, including communication, professional conduct, and collaborative working relationships.

3. **Staff Guidance:** Provide clear guidance and coaching to colleagues across the school on effective strategies for supporting students with SEND, EBSA, and SLCN.

### **Operation of SEN Policy and Casework**

1. **EHCP & Annual Reviews:** Actively support the Lead and Deputy SENDCo with the preparation of statutory documentation, tracking progress targets, and running annual reviews for the EHCP cohort.
2. **Multi-Agency Collaboration:** Act as a key point of contact for external agencies, local authority teams (such as SENSAP, SENIT, and CAMHS), and parents to ensure joined-up care.
3. **Record Keeping:** Ensure student records are meticulously maintained and kept up to date in line with the SEN Code of Practice.

### **Manage Own Performance and Development**

1. To take responsibility for own professional development and to keep up to date with research and developments in pedagogy and in the subjects taught
2. To participate in arrangements made in accordance with the appraisal cycle
3. To participate in arrangements for further training and professional development as a teacher
4. To follow school policy by attending and participating in meetings
5. Where appropriate to the individual, and in negotiation with the Line Manager, to undertake role(s) that would be beneficial to career development
6. To share corporate responsibility for the implementation of school policies and practices
7. To set a good example to all students in their presentation and their personal conduct
8. To attend child protection and safeguarding training where appropriate
9. To adhere to and work within the school's child protection and safeguarding policies
10. To adhere to and work within the school's health and safety; security; confidentiality and data protection policies and procedures.

### **Managing and Developing Staff and Other Adults**

1. To establish and maintain effective working relationships with all colleagues
2. To advise and co-operate with all colleagues on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements
3. To work and manage when appropriate other adults in the classroom situation.

### **General Duties**

As defined by the School Teachers' Pay and Condition Act 1991 and subsequent orders as listed in the most recent School Teachers' Pay and Conditions document.

## **Health & Safety**

All staff will make themselves familiar with the requirements of the Health and Safety Policy that are relevant to their work.

The school operates on a 30-period weekly timetable and provides 3 periods of PPA and one non-contact period, plus 2 management periods for the associated TLR. The non-contact period may be used for rarely cover if required. Ordinarily, MPS/UPS teaching staff with a TLR will teach no more than 24 out of 30 periods per week. Where teaching load is reduced, additional time will be allocated to the teaching and learning responsibilities. Some teaching outside of specialism may be required dependant on staffing levels.

*Our school is committed to safeguarding and promoting the welfare of children and upholding fundamental British values and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check.*

*We seek to promote diversity and equality of opportunity - applications are welcome from all, irrespective of gender, race, marital status, age, disability, sexuality, religion or faith. We also promote and practice the key Fundamental British Values to both staff and pupils.*

**Signed post holder** \_\_\_\_\_

**Date** \_\_\_\_\_

## Guiseley School Person Specification – Accelerated Learning Teacher

| Factor                        | Essential  | Desirable   | How Identified  |
|-------------------------------|--|---|---|
| <b>Skills &amp; Abilities</b> | <ul style="list-style-type: none"> <li>* Ability to teach to KS3 .</li> <li>* Ability to sustain good working relationships with colleagues .</li> <li>* Good organisational skills .</li> <li>* Excellence as a practitioner in English and with SEND students, nurture groups and students with complex needs.</li> <li>* Excellent classroom management .</li> <li>* Ability to enthuse and motivate pupils .</li> <li>* Good ICT skills .</li> <li>* Effective management of staff.</li> </ul> | <ul style="list-style-type: none"> <li>*Experience of teaching nurture groups</li> <li>*Previous pastoral experience and understanding SEMH behaviours</li> </ul> | <p>A: Application</p> <p>I: Interview</p> <p>R: Reference</p> |
| <b>Knowledge</b>              | <ul style="list-style-type: none"> <li>* SEN Code of Practice .</li> <li>* Requirements of relevant examination specifications .</li> <li>* Appropriate teaching &amp; learning methodologies.</li> <li>* Deep understanding of <b>Cognition and Learning</b> needs and <b>SLCN</b>.</li> </ul>  |   | <p>A: Application</p> <p>I: Interview</p>                     |

| Factor                  | Essential  | Desirable   | How Identified                     |
|-------------------------|--|---|------------------------------------|
|                         | <ul style="list-style-type: none"> <li>* Clear conceptual understanding of <b>Emotionally Based School Avoidance (EBSA)</b>.</li> <li>* Ability to design and adapt a <b>PSHE/SEMH curriculum</b>.</li> <li>*Ability to adapt a curriculum for SEND students</li> </ul>  |   | R: Reference                       |
| Qualifications/Training | <ul style="list-style-type: none"> <li>* <b>Degree in English</b> (or closely related field providing subject specialism) .</li> <li>* Appropriate Teacher Qualification (QTS or equivalent) .</li> <li>* <b>National Award for SEN Co-ordination (NASENCO) / SENDCo Qualification</b> .</li> <li>* Evidence of recent relevant training.</li> </ul> |   | A: Application<br><br>I: Interview |
| Experience              | <ul style="list-style-type: none"> <li>* Successful teaching experience in terms of raising achievement within students across subjects .</li> <li>* Ability to demonstrate by outcomes how achievement can be raised .</li> </ul>   | <ul style="list-style-type: none"> <li>* Successful experience teaching or establishing <b>nurture groups</b>.</li> </ul> | A: Application<br><br>I: Interview |

| Factor                    | Essential  | Desirable  | How Identified               |
|---------------------------|--|--|------------------------------|
|                           | <ul style="list-style-type: none"> <li>* Familiarity in handling performance data relating to student performance</li> <li>* Experience of tracking student performance and using data to impact on raising achievement .</li> <li>* Experience working with children with SEND including knowledge of SEND and inclusion policies .</li> <li>* Experience managing, leading, or coordinating a small team or project area.</li> </ul> | <ul style="list-style-type: none"> <li>* Experience developing bespoke, standalone curriculum resources (e.g., isolation/inclusion booklets for literacy, numeracy, and science).</li> </ul> | R: Reference                 |
| <b>Other Requirements</b> | <ul style="list-style-type: none"> <li>* Willingness to contribute to maintaining the high standards of the department .</li> <li>* Enthusiasm for subject area and teaching and learning .</li> <li>* Good record of attendance .</li> <li>* Must be legally entitled to work in the UK .</li> </ul>  | <ul style="list-style-type: none"> <li>* Willingness to contribute to extracurricular activities.</li> </ul>   | Application<br><br>Interview |

| <b>Factor</b> | <b>Essential</b>  | <b>Desirable</b> | <b>How Identified</b>     |
|---------------|---|------------------|---------------------------|
|               | * No contra-indicators in personal background or criminal record. |                  | Refer-<br>ence<br><br>DBS |

