**Shaftesbury High School**

A school for pupils aged 11 -19 with a range of learning needs, sometimes associated with communication, emotional, sensory, medical or physical needs and challenging behaviour

**Job Description – Teacher**

*Duties*

The Conditions of Employment of School Teachers specifies the general professional duties of all teachers. In addition, certain particular duties are reasonably required to be exercised and completed in a satisfactory manner during the period of “directed time” , which are within the requirements of equal opportunities and health and safety legislation.

*Particular Duties*

a) To teach pupils with a statement of special educational needs to become life long learners and seek pathways to support their future fulfilment

b) To have pastoral responsibility for a group of pupils.

 *Main Accountabilities Attributable To the Particular Duties*

a) To establish and make explicit the aims and objectives of the curriculum, and to review, evaluate and develop the planned curriculum that is delivered to meet these objectives, in conjunction with relevant colleagues. Role model this, following the schools code of conduct and high standards for professionalism, particularly with dynamic thinking.

b) To ensure that the appropriate schemes of work are produced , monitored and reviewed using learning objectives drawn from National Curriculum and individual statements and school guidelines.

c) To define skills and concepts to be delivered and taught alongside the appropriate knowledge and understanding.

d) To develop assessment procedures which are compatible with school policy and portfolios of achievement.

e) To work flexibly and collaboratively with staff teams in planning and delivering the curriculum

f) To ensure the appropriate differentiation of the curriculum to meet the needs of all levels of pupil ability.

g) To develop structures to facilitate progression and continuity.

h) To promote teaching and learning styles which stimulate pupil interest and involvement in learning.

i) To keep up to date with developments in the area of responsibility by attending relevant meetings, in and out of school, courses, reading current literature, initiating contacts to see and exchange good practice about the area of responsibility.

j) To contribute, when required, to the in- service training of colleagues with regard to areas of responsibility.

k) To use information and communication technology whenever possible or appropriate.

*Pupils*

a) To establish appropriately high levels of positive expectation by establishing an agreed positive behaviour code of conduct for behaviour and high standards of progress within the school. This includes the careful presentation and display of work and the care of materials and equipment.

b) To establish procedures for the monitoring and recording of progress, which includes the active participation of pupils and involves the passing on of records to other teachers or schools. This includes records of achievement and digital portfolios.

c) To contribute to and co-ordinate the collection of evidence, write reports, attend reviews, attend parent/carer consultation evenings and case conferences when required.

d) To liaise with local mainstream schools and colleges, when appropriate, and to plan, prepare and support individual integration projects.

e) To enter and support pupils for externally accredited courses and examinations where appropriate.

f) To support pupils in their acquisition of 21st century life skills that will support their development, in line with school policies.

g) To ensure that all health and safety regulations are followed, in particular “ESRA”.

*Resources and Accommodation*

a) To establish and maintain budgets as required

b) To make arrangements for the recording and checking and conservation of stock.

c) To lay down expectations for the proper care of accommodation, resources, furniture and equipment and to enhance the learning environment including the imaginative display of pupils’ work and other materials.

*Community and Parent/Carer Link Responsibilities*

a) To ensure effective and supportive dialogue with parents, carers and external agencies in accordance with school policy.

b) To work closely with local primary, special and secondary schools, and colleges.

c) To be actively involved in working with parents as partners and contribute

to workshops, meetings and other joint activities.

d) To develop, when appropriate, links with local business community

*Whole School Support Responsibility*

a) To create whenever appropriate, additional curriculum activities that enhance the pupils’ learning, e.g. concerts, museum visits, sports fixtures.

b) If possible, support out of school activities that also enhance pupils’ learning, e.g, after school clubs, weekend activities, school journeys and school productions.

c) To take an active part in whole school initiatives for development, implementation and evaluation through the school improvement plan.

d) To work with and support colleagues to share skills and expertise, and in doing so maintain positive working relationships.

*Duties may vary to meet the changing needs of the school at the reasonable discretion of the Headteacher, in consultation with the teacher concerned.*

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