



Frank Barnes School for Deaf children

www.fbarnes.camden.sch.uk

Telephone 020 7391 7040



JOB DESCRIPTION

Post: Classteacher + Key Stage Team Leader

Salary: MPS/UPS + SEN1/2 (Classteacher) + TLR2A (Team Leader)

Responsible to: Headteacher/Deputy Headteacher

Purpose of Job: The post holder will be responsible for the following to ensure the highest standards of teaching and learning and achievement for all pupils:

- To be an outstanding classroom teaching practitioner who ensures creativity, innovation and the use of appropriate new technologies to support learning and communication with parents.
- To be a Phase/Team Leader and line manage staff and the educational provision within either EYFS/KS1 or Key Stages 1/2.
- To be a member of the school Senior Management Team and support the vision, ethos and policies of the school.
- To feedback and report on standards of pupil attainment and phase team performance to the Leadership Team and Governing Body.
- To meet the expectations of a class teacher as determined by the Teachers' Standards and the School Teachers' Pay and Conditions Document.

Responsibilities of the post:

Impact on educational progress beyond the teacher's assigned pupils:

- To ensure there is continuity and progression in all subjects across the phase through the analysis of pupil performance data and collection of evidence.
- To lead developments in core/foundation curriculum subjects across all phases.
- To be responsible for the pastoral care of pupils, promoting self discipline and positive pupil behaviour within the phase and manage incidents of challenging behaviour.
- To create and maintain positive and supportive relationships with staff, parents of pupils within the phase team and governors.
- To ensure the implementation of school policies within the school especially Safeguarding and Child Protection, Health and Safety, Equality, Diversity and Inclusion and monitor and evaluate their effectiveness.
- To ensure high standards of classroom organisation and environment within the phase.
- To co-ordinate statutory assessment procedures relevant to the phase.

Leading, developing and enhancing the teaching practice of others:

- To be an exemplary role model to the staff team and be responsible for teaching of a class, developing a stimulating and challenging learning environment which secures effective learning and provides high standards of achievement, behaviour and discipline.
- To mentor and induct new phase team staff in school policies and procedures.
- To demonstrate a secure knowledge and understanding of the school Staff Appraisal and Pay policies, and the National Standards for teachers.
- To lead the performance management of phase team members and support members of the team with their professional development.
- To ensure all performance management objectives set within the phase team, will, if achieved contribute to improving the progress of pupils at the school.
- To monitor, evaluate and effect change of the teaching and learning environment including in-class observation.
- To lead groups of staff in development and training activities and evaluate outcomes.
- To provide necessary information and advice to phase team members.
- To liaise with other Team Leaders in the school.
- To liaise with appropriate external bodies and professionals including LA advisors/representatives.
- To liaise with the Deputy Headteacher/ Headteacher and keep him/her fully informed.

Accountability of leading, managing and developing the phase team:

- To chair and record Key Stage team meetings.
- To attend training relevant to the Key Stage and in Leadership and Management.
- To keep abreast of relevant information, legislation and initiatives at National and local level for the phase.
- To lead and monitor the phase team in the planning, assessment and delivery of the curriculum so that teachers are clear how to:
 - teach learning objectives in lessons;
 - understand the pedagogy of effective teaching and learning;
 - communicate concepts clearly to pupils in BSL;
 - incorporate pupil's targets from their Provision Maps/ EHC Plans effectively;
 - work collaboratively and effectively with TAs;
 - integrate new technologies into their teaching and communications with parents.
- To support the daily organisation of the school, including supervisory duties.
- To work in collaboration with the SENCO to ensure that interventions for pupils with SEN in addition to their deafness are implemented effectively.

- To attend Senior Management Team meetings and provide reports as required to the Leadership team.
- To set Key Stage team improvement targets and evaluate impact on pupil attainment.
- To contribute towards the cycle of school improvement and school effectiveness.
- To support the implementation of the School Improvement Plan, especially as it relates to Performance Management objectives and to take responsibility for appropriately delegated aspects of it.
- To lead a working party or task group.
- To manage the professional accountability for the phase team members' attendance, punctuality and performance.
- To take on any additional responsibilities that might from time to time be determined.

Entitlement:

The headteacher and governing body are fully committed to ensuring the professional effectiveness of the teacher in this role through:

- The provision of allocated leadership and management time.
- Support for the provision of professional development opportunities

Classteacher: Person Specification



Factor	Requirement (E - Essential / D - Desirable)	
Education	E	Qualified Teacher status.
	D	Qualified Teacher of the Deaf.
Experience	E	To have taught deaf children within Key Stage 1 and/or Key Stage 2.
	E	Ability and/or the experience of leading and managing staff successfully.
	D	Experience of curriculum leadership and development (core or foundation subject areas)
Knowledge	E	Excellent knowledge of the Primary curriculum for teaching, communication and administrative purposes.
	E	Knowledge & understanding of current issues & legislation in education, including safeguarding policies and procedures.
	E	Knowledge and understanding of the principles of effective teaching and learning for deaf pupils.
	E	Knowledge and understanding of the principles of school improvement and school effectiveness.
	D	Knowledge and understanding of current issues in deaf education (e.g. sign bilingualism, the use of BSL and teaching English as a second language).
	E	Knowledge and understanding of teaching in an inner city multi-ethnic context.
	E	Knowledge of and respect for Deaf Culture.
Skills	E	Excellent EYFS or Key Stage 1 or 2 classroom practice.
	E	Ability to raise pupil achievement in the English and Maths across all phases.
	E	Ability to raise pupil achievement across the national curriculum within a phase team.
	E	Ability to organise, monitor and analyse effective record keeping and assessment data using Management Information Systems (MIS).
	D	Ability to manage and co-ordinate EYFS or Key Stage 1 and 2 provision.
	E	Ability to be a committed and supportive member of the Senior Management Team.
	E	Ability to lead, manage and motivate the phase team.
	E	Ability to manage staff performance in a phase team.
	E	Ability to lead staff training.

Skills	E	Ability to lead an area of whole school development.
	E	Ability to manage work load and meet deadlines.
	E	Ability to work in partnership with parents/carers to promote effective learning and pupil achievement across the phase.
	E	Ability to promote and maintain high standards of pupil behaviour.
	E	Excellent communication skills in BSL and English.
Equality	E	Understanding of and commitment to promoting equality of opportunity to include differentiation and accessibility of lesson content for each pupil.
	E	To be highly committed to a sign bilingual approach in deaf education.
Attitude & Commitment	E	To be committed to the development of equal access to the curriculum for deaf children.
	E	To be committed to the use of sign language as a language in its own right.
	E	To have high expectations of the achievement of deaf children.
	E	To be committed to developing own signing skills to a high level and attending sign language classes.
	E	To view deaf children as part of a linguistic minority (rather than a deficit model).
	E	To be committed to furthering own professional development.
	E	To be committed to safeguarding children and to following the school's safeguarding and child protection policy and procedures.
Expectation	E	All staff are expected to set a good example to children through regular and punctual attendance.

Thank you for considering applying for Frank Barnes School
We look forward to receiving your application.

To apply, please complete the application form, which can be found on our website
www.fbarnes.camden.sch.uk under Our School / Vacancies.

CVs and late applications cannot be accepted.