

**Job description: Teacher**

**Responsible to:** Head of College

**DBS Disclosure level**: Enhanced

**Salary range**: Qualified Teacher Pay Range. SEN point available for qualified Teachers with another additional SEN point available for qualified Teachers of the Deaf.

**Purpose of the Job**:

1. To take responsibility as Teacher for a group of learners with the ability to teach Maths from Entry Level to GCSE/ Functional skills as a preference.
2. To plan, deliver and assess a learning experience which provides students with the opportunity to achieve their individual potential through the delivery of an appropriately broad, balanced, relevant and differentiated curriculum, as appropriate to their needs
3. To contribute to raising standards of student attainment and behaviour within the Academy.
4. To promote the values and ethos of the organisation through your work.

**Key Responsibilities:**

Teacher’s performance will be assessed against the Teachers Standards as part of the appraisal process as relevant to their role in the Academy.

## **Teaching**

* To plan, deliver and assess a learning experience which provides students with the opportunity to achieve their individual potential through the delivery of an appropriately broad, balanced, relevant and differentiated curriculum including bespoke timetables where necessary.
* Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements including planned homework and other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired as appropriate
* Be accountable for the attainment, progress and outcomes of the students’ learning and make accurate and productive use of assessment to secure students’ progress
* Using evidenced-based learning have a clear understanding of the needs of all students’ Deaf / SEND / SEMH needs and be able to use and evaluate appropriate teaching strategies to engage and support them (including specific teaching/pedagogy support) so as to specifically meet each learner’s needs.
* To see, record, share, celebrate and build on incremental learning towards all developmental milestones and learning outcomes to reach optimal independence before our learners leave us.
* Give students regular feedback, (both signed/orally) and through accurate marking, and encourage students 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
* Demonstrate an understanding of and take responsibility for promoting high levels of communication and language.
* Demonstrate an understanding of and take responsibility for promoting high standards of literacy including spoken English.

## **Behaviour and Safety**

* Be a positive role model and demonstrate consistently the positive attitudes, values and behaviours, which are expected of students
* Manage classes effectively, and establish a safe, purposeful and stimulating environment for students, rooted in mutual respect. To establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly, in line with Academy protocols, to promote self-control and independence of all learners.
* Maintain positive relationships with students, exercise appropriate authority, and act decisively when necessary
* Carry out break-time supervision and other duties as directed
* Be responsible for promoting and safeguarding the welfare of children and young people within the Academy, raising any concerns following protocol/procedures

## **Team working and collaboration**

* Build good working relationships with the whole team around each student including being able to identify opportunities for working with colleagues and sharing the development of effective practice with them.
* Deploy support staff effectively as appropriate, ensuring that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil. Ensuring all support staff are giving the right measure of support at appropriate times whilst making the ‘best’ use of their time when a student is managing independently.
* Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the Academy including participation in any relevant annual reviews, meetings/professional development opportunities at the Academy as required

## **Fulfil wider professional responsibilities**

* To have professional and effective, student centred, dialogue with parents/carers and therapists, about students’ achievements, well-being, individual needs and aspirations.
* Communicate and co-operate with relevant external bodies
* Make a positive contribution to the wider life and ethos of the Academy

### Administration

* Register the attendance of and supervise learners, before, during or after sessions as appropriate
* Participate in and carry out any administrative and organisational tasks

#### Professional development

* Be a self- reflective professional, proactively participate with appraisal and supervision; regularly review the effectiveness of your teaching and assessment procedures and its impact on students’ progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
* Take responsibility for your own professional development, participating fully in training and development opportunities identified by the Academy or as developed as an outcome of your appraisal and supervision

**Other duties:**

1. Participate in annual performance appraisals and undertake relevant staff development.
2. To be responsible for the health and safety of self and others (in accordance with the Academy’s Health & Safety Policy).
3. Provide cover in other areas as required.
4. Carry out any other appropriate duties requested by any member of the Senior Leadership Team.
5. To be responsible for promoting and safeguarding the welfare of children and young adults responsible for (or come into contact with) in accordance with the Academy’s Safeguarding Policy & Procedures

The above list is indicative and not exhaustive. The job holder will be expected to have the skills and flexibility to work across all areas within the Education department.  The areas are School and College; the job holder will be expected to carry out all such additional duties as are reasonably commensurate with the role.

I accept this job description as a definition of the key responsibilities and duties of the post of the Teacher.

I appreciate that the above list is not indicative and exhaustive and that additional duties as reasonably commensurate with the role may be required of me.

Signed............................................... Date.........................................

Print name..........................................



**Person Specification: Teacher**

**Source of Evidence:**

AF = Application form

In = Interview

P/T = Presentation or Task

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| **Criteria** | **Essential** | **Desirable** |
| **QUALIFICATIONS** |  |  |
| Grades A-C in Maths and English or equivalent | AF |  |
| British Sign Language Level 3 (within three years of appointment) | AF/In |  |
| QTS/ Post 16 Teaching Qualification / UNQ | AF |  |
| Qualified to degree level | AF |  |
| Additional qualification in deafness or special needs |  | AF |
| **EXPERIENCE** |  |  |
| Experience of planning and delivering successful teaching that improves outcomes for learners | AF/In P/T |  |
| Experience of teaching Maths/Numeracy from Entry Level to GCSE/Functional skills | AF/In |  |
| Experience of effective support for learners with hearing loss and / or SEN | AF/In |  |
| Experience of effective support for learners with complex needs |  | AF/In |
| Experience of working and supporting learners with challenging behaviours |  | AF/In |
| **KNOWLEDGE, SKILLS AND ATTRIBUTES** |  |  |
| Knowledge and understanding of Deaf young people and Deaf adults. |  | AF/In |
| Ability to form and maintain positive and effective relationships with students, colleagues, parents and other professionals | In P/T |  |
| Good knowledge and understanding of effective curriculum for Deaf students with additional learning needs |  | In P/T |
| Good knowledge and understanding of additional needs and how this may impact the teaching and learning of a Deaf learner |  | In P/T |
| Understanding of how to use assessment to inform effective teaching | In P/T |  |
| Excellent ICT skills and the knowledge and ability to use these to enhance learning | In P/T |  |
| Ability to use positive behaviour management strategies to ensure best outcomes for students. | In P/T |  |
| Ability to work independently, to self-manage and organise both own work and that of support staff. | In P/T |  |
| Ability to analyse and evaluate performance of self and others and make decisions about future improvement. | In P/T |  |
| Ability to work collaboratively with colleagues within the Academy and other professionals to ensure the best outcomes for students | In P/T |  |
| A willingness to undertake and apply training in areas relevant to learners | In P/T |  |
| Understanding of equality and safeguarding legislation | In |  |