

Job Description

Teacher

Role:	Primary Teacher 0.5
School:	Beckfoot Nessfield Primary School
Salary/Grade:	MPS/UPS
Reporting to:	Headteacher/Senior Leadership

Core Purpose of the Post:

As a teacher of UKS2 you will be an talented classroom practitioner who consistently demonstrates the highest standards of delivery, is fully committed to raising attainment across UKS2 and acutely aware of the strategies required to achieve the highest standards within your subject area.

To support the Phase Leader to implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students to improve the outcomes for students.

Fulfil the responsibilities set out within or 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 (2013).

To share and support the Trust's ethos to provide and monitor opportunities for personal and academic growth and success.

Contribute to academy improvement plans and improving the outcomes for students across the academy.

This role involves engaging with students in regulated activity relevant to children.

Main Duties and responsibilities:

- To teach students according to their educational needs, including the appropriate setting and marking of work to be carried out by the students.
- Identifying effective intervention and mentoring strategies for students.
- To mark students work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured, or distressed child.
- To manage pupil behaviour in the classroom and on school premises and apply appropriate and effective measures in cases of misbehaviour whilst encouraging good practice with regard to punctuality, behaviour, standards of work and independent learning.
- To ensure a safe, secure and healthy environment for students.
- To uphold Teachers Standards in all areas of work and be an active and supportive member of the faculty.

Supervision and range of decision making:

- You will be expected to make decisions autonomously and exercise considerable initiative in performing delegated duties, dealing with all complex issues as and when arises; including those outside of established policies and procedures.
- You will ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust.

Communications and working with others:

- To communicate with parents and carers over pupils' progress and participate in staff meetings, parents' evenings and whole school training events.
- To undertake pastoral responsibilities in supporting pupils on an individual basis through academic or personal difficulties.
- To liaise with other professionals, such as learning mentors, educational psychologists, education welfare officers etc.
- To supervise and support the work of classroom support, teaching assistants, trainee teachers and newly qualified teachers (NQTs).
- Build effective relationships with parents and carers
- Consult and involve parents and carers in the production of plans pertinent to their child.
- Share information regarding pupils' achievement, progress and well-being with parents and carers.
- Support pupils and their parents and carers to make the most of the educational and other relevant opportunities available to them.
- Liaise effectively with and signpost to other colleagues and other agencies when necessary, for example, SENCo, Safeguarding Officer, social care, CAMHS etc.
- Develop positive working relationships with all staff.

Resources:

- Operate relevant equipment/complex ICT packages.
- Provide general advice and guidance to staff, students and others.

Professional development:

- To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including a willingness to participate in occasional overnight visits.
- To under-go regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD).

Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Coordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Advanced Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.

Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.

Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

Date:

August 2020

Person Specification

Teachers and Support Staff

Role:	Primary Teacher	
	Essential Requirements	How Identified
Qualifications	A good honours degree or equivalent in relevant subject. Qualified Teacher Status. GCSE English & Maths	Application
Experience	Experience/ability to teach Primary. The possibility of teaching for the right candidate.	Application References Interview
Training	Awareness of Multi-Academy Trusts and Teaching Schools Safeguarding. Evidence of continuous professional development in a relevant subject.	Application Interview
Knowledge, Skills and Ability	A commitment to be an outstanding teacher. An excellent understanding of how to use data to monitor performance of students and intervene when necessary. An understanding of the need to reduce the gap between those who are disadvantaged and those who are not. An understanding of the Ofsted framework. An understanding of the benefits of collaborative planning and working as part of a Team. Up to date knowledge of examination specifications and use that knowledge to drive school bases assessments and prepare for examinations. Ability to develop and improve teaching, learning and achievement for all. To be able to implement intervention strategies which can deliver rapid improvement.	Application Interview
Personal Circumstances	Must be legally entitled to work in the UK (Asylum & Immigration Act 1996). Must have the ability to be flexible and work to the requirements of a busy school. Interest in the school's wider role in the community.	Application Interview
Disposition and Attitude	A passion for education and a deep-felt desire to make a difference for young people. To like young people and be liked by them. To possess educational vision underpinned by values. To operate in line with the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty and leadership. Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'. Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example. Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself. Understand the importance of work/ life balance. Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism.	Application Interview References

	Desire for significant professional development.	
Physical	Resilient. Excellent attendance and punctuality.	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview

Job Description

Teachers and Support Staff

Role:	Inclusion Lead and SENCo 0.5
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School:	Beckfoot Nessfield
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Salary/Grade:	MPS/UPR + TLR 2a
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Reporting to:	Headteacher
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Core Purpose of the Post:

Effectively lead SEND provision across school in order to raise the achievement of all SEN students. Responsible for the students with SEND and medical needs, and the effective implementation of the SEN Code of Practice 2015 (or preceding versions). Line Management of SEND support staff.

Deputy Designated Safeguarding Lead alongside Headteacher and Deputy. Member of Inclusion and Safeguarding Team.

Lead Teacher for Looked After Children.

This role involves engaging with students in regulated activity relevant to children.

Main Duties and responsibilities:

Expertly lead SEND provision across school identifying areas for development and implementing SEND action plan to ensure outstanding outcomes for ll.

Lead the day-to-day operation of the provision for students with SEND ensuring each child's needs are met, children make at least good progress, and the provision is compliant to statutory and Trust audits.

Have day to day responsibility for SEND funding; ensuring this is sufficiently and timely applied to children's needs and expenditure is in accordance with funding requirements.

Contribute to Inclusion and Safeguarding Team.

Work in conjunction with SLT to develop and adapt the curriculum to meet all children's needs.

Work in conjunction with SLT on behaviour to develop strategies for support and inclusion.

Develop and maintain relationships with relevant stakeholders to share and develop best practice to improve the quality of the provision and children's learning.

Maintain and analyse the school's provision map for vulnerable learners (including SEND, medical need and other identified students).

Meet regularly with teachers to review and revise learning objectives for all vulnerable learners in their class. Provide support and advice as needed so quality first teaching meets the needs of all children.

Ensure that all support provision is monitored and evaluated to ensure maximum impact and value for money.

Attend Trust and external SENCO network meetings and training as appropriate.

Oversee the records on all children with Special Educational Needs/Disabilities.

Maintain the school's SEND register and overseeing the records on all children with SEND.

Contribute to the school's Promoting Equality and SEND and Inclusion Policies to ensure they meet all necessary requirements.

Ensure that all children have differentiated teaching to support their academic and development needs.

Ensure all teachers have high quality differentiate learning outcomes for children with SEN needs.

Ensure the provision for children with EHCP and medical needs meets their needs.

Implement a programme of Annual Review for all children with an Education, Health and Care Plans.

Comply with requests from external Education Health and Care Plan Coordinators to participate in a review.

Lead teacher for Looked After Children ensuring provision meets need and liaising with outside agencies.

To work alongside Headteacher and Deputy Headteacher as a Deputy Designated Safeguarding Lead liaising with families and outside agencies to ensure the safety of all children.

Ensure there is clear set of expected outcomes, which include academic and developmental targets, with the provision being accurately recorded; liaising with teaching staff to ensure they maintain responsibility for children's progress.

Support and track the progress of key identified groups to ensure they are making at least good progress.

Lead in-service training of staff on SEND and all aspects of safeguarding and inclusion as needed.

Carry out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a child may have a special educational need which will require significant support

Monitor the school's system for ensuring that pupil profiles are up to date, appropriate and shared with staff.

Evaluate regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).

Be an outstanding teacher of your subject; undertake the full range of duties and responsibilities as required by the Headteacher as set out in The School Teachers Pay and Conditions of Service.

Supervision and range of decision making:

To adopt an outstanding leadership approach in accordance with the Trust Leadership's Standards through self-reflection and peer support.

To develop and support SEND staff to raise children's attainment through outstanding leadership.

To display a professional and expert knowledge of SEND statutory regulations and compliance to those regulations with the ability to identify timely interventions and improvement plans.

To track pupil progress identifying and supporting students in ensuring they reach personal targets for attainment and development.

To support and offer advice to teaching staff providing expert knowledge and developing a positive climate for peer support and learning.

To work with the teachers to develop teaching that can differentiate for pupil needs and development.

To share best practice across school.

Communications and working with others:

Liaise SLT, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs/Disabilities (nationally, locally and within school).

Liaise closely with a range of outside agencies to support vulnerable learners

Ensure parents / carers of children with EHC Plans are met at least termly to set clear goals, review progress made and identifies the responsibilities of the parent, pupils and school.

Attend Inclusion panel meetings, presenting any specific reports on students appearing before the Panel and advising attending staff on next steps for specific students.

Resources:

Operate equipment/ICT packages that are relevant to the position

Professional development:

Engage fully with the school's appraisal / performance management system.

To actively participate in continuous professional development.

Other Considerations:

To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.

Always adhere to the school's Equality and Diversity, Safeguarding and Health and Safety Policies.

To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.

Accept and commit to the principles underlying the Schools Equal Rights policies and practices.

Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.

Ensure confidentiality of the school's activities is maintained in order to protect the integrity of the school and its people.

This job profile is not a definitive list of responsibilities but identifies the key components of the role. The post holder will, therefore, be required to undertake other reasonable duties commensurate with the purpose and salary level of this post.

Must be legally entitled to work in the UK.

Safeguarding: No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

<p>Advanced Threshold Fluency Duty Required: In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:</p> <ul style="list-style-type: none"> • Express themselves fluently and spontaneously at length effortlessly. • Explain difficult concepts simply without hindering the natural smooth flow of language. • Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school. 	
<p>Notes: This is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade and is not a comprehensive list of all the duties and responsibilities of the post. Successful postholders should not refuse to undertake work, which is not specified on this form and the job description may be amended at any time in consultation with the postholder.</p> <p>Beckfoot Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies both in terms of equal opportunity for employment.</p> <p>The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition</p>	
Date:	January 2022

Person Specification
Teachers and Support Staff

Role:	SENCO	
	Essential Requirements	How Identified
Qualifications	National SENCO qualification or willingness to undertake A good honours degree or equivalent in relevant subject. Qualified Teacher Status. GCSE English & Maths	Application
Experience	Successful experience in a post of responsibility in school Designing learning materials that are tailored to meet the needs of a range of learners	Application References Interview
Training	Ability to lead a diverse team Ability to develop and drive intervention strategies which can deliver rapid improvement Ability to accurately use data to analyse progress, and identify strategies for improvement Ability to develop and deliver CPD in SEND	Application Interview
Knowledge, Skills and Ability	Working knowledge of the SEND Code of Practice and KCSIE Good understanding of school improvement / Ofsted inspections Up to date knowledge of examination specifications. Ability to develop and improve teaching, learning and achievement for all Ability to build and maintain outstanding relationships with children and staff which promote excellent behaviour and attainment across the school. Ability to work flexibly and meet tight deadlines Excellent communication and interpersonal skills	Application Interview
Personal Circumstances	Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) Must have the ability to be flexible and work to the requirements of a busy school Interest in the school's wider role in the community	Application Interview
Disposition and Attitude	A passion for education and a deep-felt desire to make a difference for children. To like children and be liked by them. To possess educational vision underpinned by values. To operate in line with the seven principles of public life of selflessness, integrity, objectivity, accountability, openness, honesty and leadership. Humility: a recognition that the more you know, the less you know! Not being afraid to say 'I don't know'. Be emotionally intelligent: know when to direct, when to challenge and when not to; be able to inspire, present a positive perspective at all times; be able to listen and show awareness of other's sensitivities; to have personal pride and lead by example. Be happy to get your hands dirty. Don't ask people to do things you wouldn't do yourself. Understand the importance of work/ life balance.	Application Interview References

	Enthusiastic, flexible, team player. Enjoy hard work and take constructive criticism. Desire for significant professional development.	
Physical	Resilient. Excellent attendance and punctuality.	References Interview
Equality	A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice.	Application Interview

