

JOB PROFILE

School:	Grafham Grange School	
Job title:	Literacy Lead Teacher	
Reports to:	Assistant Headteacher	
Responsible for:	N/A	
Level/Grade:	Hours of work: Full time	Salary Scale: MPS/UPS plus TLR and SEN Allowance

Job Purpose:

To carry out the duties of a schoolteacher as set out in the School Teachers' Pay and Conditions Document 2017 or its successor documents.

Job Description

Key Accountabilities:

- Teaching & Learning
- Curriculum Development
- Assessment and Student Progress
- Behaviour Management
- Multi-disciplinary working
- Continuing Professional Development
- Other

Main Duties and Activities

1. Teaching and Learning

- To take responsibility as a Form Tutor for a class group.
- To take a full part in the teaching of students according to the published timetable.
- To produce specific educational programmes for students, to ensure that lessons are well prepared.
- To ensure a high quality learning experience for students and demonstrate high expectations for students learning
- To use a variety of delivery methods which stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour and standards of work.
- To mark, level and give written / verbal feedback.
- To consult with the Assistant Principal / Deputy Principal/ Principal and others on matters of education.
- To take part in liaison activities such as open days, parents evenings, review days and liaison events with other schools.
- Participating in and organising extracurricular activities, such as outings, social activities and sporting events
- Supervise the work of pastoral & learning assistants where applicable.

2. Curriculum Development

- To have responsibility for the development and leading a Curriculum subject within the school in line with the requirements of the National Curriculum.

- To lead the development of appropriate syllabuses, resources, schemes of work, assessment and teaching strategies within the designated curriculum area.
- To work with colleagues to formulate aims and objectives for the curriculum area which have coherence and relevance to the needs of the students and the aims and objectives of the school.
- To take responsibility for the ordering and control of materials and equipment for your curriculum area.
- To participate in the monitoring and evaluation of the curriculum area in line with agreed school procedures including evaluation against quality standards and performance criteria.
- To seek and implement modification and improvement where required within the curriculum area.
- To contribute to the development of effective subject links with external agencies.
- Preparing students for qualifications and external examinations.

3. Assessment and Student Progress

- Make accurate and productive use of assessment to inform teaching and to evaluate student progress
- To track student progress and ensure that adequate records of students' progress are maintained and use the information to inform teaching and learning. To undertake assessment of students as requested by external examination bodies, and school procedures
- To contribute to the Annual Review of each student's Education, Health & Care Plan (EHCP)
- To produce half-termly, termly and annual reports on student progress.
- To maintain appropriate records and to provide relevant, accurate and up-to-date information for management information systems.

4. Behaviour Management

- Establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which students feel secure and confident.
- Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Manage student behaviour in the classroom and on school premises, and applying appropriate and effective behaviour management strategies eg MAPA.
- Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage all staff and students to follow this example.

5. Multi-disciplinary working

- To form professional working relationships with all staff in school and with external agencies who contribute to the child's care and educational needs.
- To be aware of the organisation and content of areas of specialisation within the school so as to be able to liaise and work effectively with colleagues.
- Where appropriate, to communicate and cooperate with persons and bodies outside the school in accordance with school and company policy.
- To form effective and productive working relationships with parents and carers as appropriate.
- To promote actively the school and company corporate policies.
- To ensure the effective / efficient deployment of pastoral & learning support.
- Participate in meetings, parents' evenings and whole school training events.
- Liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare/ attendance officers and therapists.

6. Continuing Professional Development

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in relevant areas including subject knowledge and teaching methods.
- To engage in the Appraisal Review process.
- Undergo regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD).

7. Other

- Promote the welfare of children and young people and at all times and ensure safeguarding policies and procedures are followed.
- To work as a member of the staff team to contribute positively to effective working relationships within the school.
- To carry out such other duties as could be expected of the schoolteacher in a special school.
- To undertake any other duties as specified by Principal not mentioned above.

Person Specification

Criteria	Essential = E Desirable = D
Qualifications and Training	
<ul style="list-style-type: none"> • Teaching qualification and Qualified Teacher Status (QTS) • Good Honours Degree • Further relevant training in special educational needs 	<ul style="list-style-type: none"> D D D
Knowledge and Experience	
<ul style="list-style-type: none"> • Proven track record of outstanding teaching • Teaching students with SEND • Working with children and families from a variety of cultural backgrounds • Good understanding of curriculum developments • Theoretical knowledge and experience of behavioural management and therapeutic approaches • Managing SEMH students with complex and challenging behaviour • Experience of working as part of a multi disciplinary team 	<ul style="list-style-type: none"> D D E E E D D

Skills and Abilities	
<ul style="list-style-type: none"> • Knowledge and application of a range of teaching and learning strategies • Excellent classroom practice / presence • Evidence of effective behaviour management strategies • Good communication skills • Competence with ICT • Demonstrated ability to relate well to parents and other agencies 	E E E E E E
Personal Attributes	
<ul style="list-style-type: none"> • Enthusiasm and drive for working in a SEMH school • Ability to work independently and collaboratively as a member of a team • Reliability and integrity • Effective organisation and planning skills • Creativity in problem solving and a willingness to try new approaches • Ability to promote the positive image of the school • Self motivated and able to work unsupervised • Willing & quick to learn new skills & procedures • Excellent health and attendance record • A positive and flexible attitude to work • A commitment to equality and diversity • Good sense of humour 	E E E E E E E E E E E E
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