

Teacher/Instructor

Salary: Teacher: MPS- UPS plus SEN allowance
Instructor: UQT 1-6 plus SEN allowance

Hours: Part Time 3 days a week/job share

Job Description

Normal place of work: Crosshill School, although you may be asked to contribute towards trust wide projects.

Normal working hours: Part Time 3 days a week/job share

Responsible to: Headteacher

PURPOSE OF THE POST

- To promote the aims and objectives of the school as laid down by the Trust.
- To promote the development of the Trust's Equal Opportunities Policy throughout all aspects of school life.
- To deliver appropriate courses and accreditation to meet a range of needs.
- To provide excellent learning opportunities for all pupils.

GENERAL DUTIES AND TEACHING RESPONSIBILITIES

- Responsible for attainment and progress for all students taught.
- Helping to create and manage a positive, caring, supportive, purposeful and stimulating environment which is conducive to children's learning.
- Planning and preparing lessons in order to deliver the relevant curriculum, and where necessary other accredited areas, ensuring effective intent, implementation and impact.
- Identifying clear teaching objectives and learning outcomes, with appropriate challenge and high expectations.
- Teaching lessons that are creative, engaging and inspiring for the pupils.
- Helping to maintain a safe orderly environment and discipline among the students, safeguarding their health and safety.
- Organising and managing groups or individual students, ensuring differentiation of learning needs, reflecting all abilities, working effectively with external professionals where applicable.
- Planning opportunities to develop the social, moral, emotional and cultural aspects of students' learning.
- Developing and maintaining a regular system of monitoring, assessment, record-keeping and reporting of student's progress.
- Ensuring lessons are catered to the needs of the pupils including personalised educational health care plan targets of the pupils.
- Ensure the classroom is well organised, tidy and that classroom display is educational and celebratory of pupils' achievements.
- Ensuring effective use of support staff within the classroom.

- To participate in staff meetings as required.
- To communicate and consult with parents over all aspects of their child's education – academic, social and emotional.
- To partake in the quality assurance of Crosshill School and promote without prejudice the agreed policies of the school/Trust.
- Communicating an exciting and stimulating shared vision, which inspires and motivates students, staff and all other members of the school community.
- To support the supervision of pupils during break and lunchtimes as directed.
- To work as a team player reporting directly to the Phase Lead and Headteacher.
- To undertake other roles or responsibilities as determined by the Headteacher.
- To maintain an up-to-date knowledge of key curriculum areas linked to role.

STRATEGIC RESPONSIBILITIES

- To take part in staff development by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Performance Management Review process.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working.
- To have an outward facing approach and be willing to network with other schools.
- To be reflective and to continually strive for self-improvement.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the School community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To promote actively the Trust/School's policies.
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To adhere to the School's Dress Code.

Teacher Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:
	DESIRABLE
• A good Honors degree or equivalent. • Qualified Teacher Status (QTS) or equivalent. • Evidence of recent and relevant training and development.	• Record of continuous professional development.
CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:
ESSENTIAL	DESIRABLE
• Evidence of high expectations which inspire, motivate and challenge every student. • In-depth knowledge and understanding of SEND and wider educational agenda including current national policies and educational issues. • Demonstration of in-depth subject and curriculum knowledge. • Knowledge and experience of Child Protection, Safer Recruitment and Safeguarding procedures. • Experience of teaching or supporting across a range of key stages. • Experience of teaching or supporting at Primary Curriculum Level. • Able to teach all aspects of English across a wide range of abilities. • Consistently plan and deliver well-structured lessons that enable all learners to make good progress. • Manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning. • Confident in the use of ICT to support remote teaching and learning. • Be articulate and approachable with excellent interpersonal communication skills both verbally and in writing. • Ability to form excellent working relationships with staff, students, parents, Trustees and external partners. • A commitment to and evidence of promoting inclusion, diversity and equal opportunities within the curriculum and in employment practice. • Proven ability to plan strategically with the expertise to deliver and to communicate compellingly the School's vision.	• Experience of teaching or supporting within a continuous provision setting. • Experience of teaching or supporting within early years. • Experience of teaching pupils with SLD.

- Be a visible high profile role model with a professional approach that demands excellence, confidence, trust and respect of the Trust and wider community.

CRITERIA

Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

ESSENTIAL

- A passion for outstanding teaching coupled with the ability to lead and motivate students.
- Successful experience of positive behaviour management and developing a student focused, inclusive and effective learning environment so that behaviour and attendance are outstanding.
- Knowledge and understanding of the varying needs and abilities of students with SEND.
- A passion and commitment to providing a holistic approach to student development.
- Successful experience of the implementation of effective assessment procedures and an understanding of assessment for learning needs of students.
- Evidence of achieving a safe, secure and healthy school environment.
- Willingness to be involved in the wider life of the school community.
- Demonstrate the importance of a work life balance.