

TEACHER

Job Outline

Job Title: Teacher

Responsible to: Head of School

Terms: Salary: Teachers Main Payscale M1 – M6 + SEN allowance
Hours of work: Full time. 08:00 hrs until 16:00 hrs each day except Wednesday when you will be expected to work until 17:00 hrs during term time.

Brief Description Job

This Job Description incorporates the professional duties of a teacher as set out in the Teacher's Standards.

Main Duties and Responsibilities:

Teaching and Learning

- 1. To maintain an up-to-date understanding of Special Educational Needs (SEN) principles, definitions and basic practice.**
- 2. To effectively co-ordinate the work across the school in at least one given subject or key skill area as agreed with the Head Teacher.**
- 3. To communicate and consult with parents/carers and other appropriate people, preparing reports for and participating in child focused meetings as required.**
- 4. To recognise, value and raise the achievement of children. This will involve:**
 - a. identifying clear learning objectives;
 - b. assessing how well learning objectives have been achieved;
 - c. using this assessment to plan future teaching and learning;
 - d. developing and implementing Individual Education Plans (IEPs), ensuring that specific targets are set and effective approaches are used;
 - e. being familiar with and participating in formative and summative assessment procedures applying to any externally validated qualifications including special arrangements for students with SEN;

- f. keeping up-to-date records, and preparing and writing accurate reports for reviews.
- g. Preparing pupils for external accreditations where applicable

5. To use effective teaching strategies and lesson structures to deliver the curriculum by:

- a. being familiar with curriculum requirements and making full use of assessment information to develop, adapt and evaluate teaching and learning;
- b. identifying appropriate learning outcomes and developing a range of approaches which reduce barriers arising from impairments and help children to attain achievable targets;
- c. fostering perseverance and concentration by sequencing and structuring learning experiences and environments to develop organisational and problem solving skills to encourage independent learning;
- d. selecting and managing resources, using specialised materials including thoroughly planning and preparing courses and lessons and contributing ICT, as appropriate, to enable maximum access to the curriculum and to promote independent living skills;
- e. being aware of the effects on learning and behaviour of medical treatment, medication and therapeutic regimes, adjusting targets and approaches accordingly;
- f. working collaboratively with colleagues from care, health and other agencies to make best use of expertise;
- g. ensuring a high standard of display to provide a stimulating and challenging environment.

6. To develop communication, literacy and Numeracy skills and ICT capability.

This includes:

- a. maintaining an understanding of communication to enable the children's capability to be assessed and developed;
- b. providing a wide range of actual and simulated opportunities to develop receptive and expressive language;
- c. focus on the development of basic skills – literacy and communication, numeracy and ICT across the curriculum
- d. supporting children to learn to read through phonics programme

7. To promote social and emotional development, positive behaviour and, where appropriate to the age group taught, to prepare for adulthood. To be demonstrated by:

- a. working with care staff, health staff, parents/carers and other agencies to agree approaches for each child's learning so that children are clear about what is expected of them;
- b. promoting children's knowledge and skills in personal, social, health, sex and relationship education;
- c. promoting opportunities for children to develop their social, moral, spiritual and cultural knowledge and experiences
- d. promoting a happy and stimulating atmosphere, encouraging positive behaviours by using appropriate, agreed, strategies;
- e. using positive, consistent and non-confrontational approaches to challenging behaviours as set out in the Behaviour Management policy;
- f. linking classroom teaching with any appropriate extra curricular activity or reward scheme;
- g. encouraging the development of independent living skills appropriate to adult life (this may include assisting with personal care routines).

General

1. To attend for work reliably and punctually.
2. To participate in the arrangements for the performance management of teachers. This includes undertaking training and development to keep abreast of current developments and to meet identified needs. There is a requirement to maintain the ability to demonstrate that the Teachers standards are consistently met.
3. To participate in training including the five additional training days required by Birtenshaw School
4. To deliver medication administration training to staff once 'Train the Trainer' training has been undertaken.
5. To ensure that performance of Learning Support Assistants for whom you are responsible is monitored, and that the process of supervision and appraisal, is reliably followed and recorded. This includes identifying their training and development needs and making every effort to have those needs met.
6. To ensure that people with whom you have contact have equal opportunities, to acknowledge their individual differences and uphold their rights and

responsibilities, including the right not to be discriminated against, as set out in law and by school policies.

7. To remain vigilant and do everything possible to protect children and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to report any incident of this nature you witness, hear about or suspect.
8. To undertake break and other supervisory duties as required.
9. To act as mentor to newly appointed education staff.
10. To promote a positive image of the school whilst representing the school in a professional capacity.
9. Work within all policies and agreed protocols of the school and Birtenshaw

Communication and Working Relationships

1. To actively support and promote positive and professional working relationships, giving and receiving constructive feedback aimed at developing the quality of relationships and the team's performance.
2. To attend meetings (which may sometimes occur outside education hours).
3. To communicate information in a clear, legible, objective and professional manner, in a variety of ways, using the required level of confidentiality. This includes the use of e-mail and computer-based systems as they come into use.

Health and Safety

1. In carrying out the tasks in this job description you have a duty (under Health & Safety legislation) to take reasonable care for the health and safety of yourself and that of others. This implies taking positive steps to understand the hazards in the workplace, to comply with safety rules and procedures and to ensure that nothing you do, or fail to do, puts yourself or others at risk. This includes managing a safe and secure environment for staff and students.

This duty includes checking that any person entering the school or grounds has a right to do so and their visit is recorded in accordance with school procedures.

Note

This job outline forms part of the contract of employment of the person appointed to this post.

You may be required, from time to time, to perform such duties as are reasonably compatible with the role as assigned by the Head Teacher/Senior Teacher or other senior member of staff.

BIRTESSHAW SCHOOL
PERSON SPECIFICATION
TEACHER

Qualifications, Training, Experience	Essential	Desirable	Measured by
Qualified Teacher status	Y		<ul style="list-style-type: none"> • Certificates
Additional qualifications in Learning Difficulties		Y	<ul style="list-style-type: none"> • Certificates
Additional qualifications in Autism		Y	<ul style="list-style-type: none"> • Certificates
Knowledge, Skills and Competence	Essential	Desirable	Measured by
The ability to communicate effectively and professionally with children	Y		<ul style="list-style-type: none"> • Interview • References
The ability to communicate effectively and professionally with colleagues, parents and particular agencies	Y		<ul style="list-style-type: none"> • Interview • References
The ability to use ICT resources effectively to enhance learning	Y		<ul style="list-style-type: none"> • Application • Interview • References
The ability to plan effectively to meet the learning needs of all children	Y		<ul style="list-style-type: none"> • Application • Interview • References
The ability to teach effectively whole classes, groups and individuals	Y		<ul style="list-style-type: none"> • Application • Interview • References
The ability to use assessment to inform teaching	Y		<ul style="list-style-type: none"> • Application • Interview • References

Knowledge, Skills and Competence	Essential	Desirable	Measured by
The ability to work as a member of a team	Y		<ul style="list-style-type: none"> • Application • Interview • References
An understanding of the need to preserve confidentiality	Y		<ul style="list-style-type: none"> • Application • Interview • References
Personal Attributes	Essential	Desirable	Measured by
Satisfactory, enhanced disclosure from DBS	Y		<ul style="list-style-type: none"> • Copy to be provided
Excellent attendance, punctuality and reliability record	Y		<ul style="list-style-type: none"> • References
Current Driving Licence		Y	<ul style="list-style-type: none"> • Copy to be provided
Understanding of the need to take responsibility for own professional development		Y	<ul style="list-style-type: none"> • Application • Reference