

Great Arley School

Teacher and Subject Coordinator Job Description - Special School

Post title & grade: Classroom Teacher and Subject Coordinator (Not ECT) (Special School) MPR/UPR as per STPCD

Conditions of Employment

This post is subject to the current conditions of employment for Classroom Teachers contained in the School Teachers' Pay and Conditions Document (STPCD), the Education Act 2002, and other relevant legislation. The successful candidate will be expected to meet the Teachers' Standards and any other relevant professional standards applicable to the role. The post is subject to compliance with school policies and guidelines on the curriculum and school organisation, Post Threshold Standards, SEN Code of Practice and National Curriculum 2014.

Job purpose:

To carry out the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document (STPCD).

To provide high-quality teaching and learning experiences for pupils with Special Educational Needs and Disabilities (SEND), ensuring their progress and development in accordance with the school's policies and the Teachers' Standards and, where relevant, Post Threshold Standards.

To coordinate the teaching of the curriculum area, in order to secure high quality teaching and learning and the effective use of resources to bring about improved standards of achievement for all pupils.

To whom the post-holder reports:

The post-holder is responsible to the Headteacher in all matters and may be line managed and appraised by a suitable colleague. The post-holder is also responsible to his/her colleagues in order to promote a shared understanding of the school curriculum and the teaching of the curriculum area, with the aim of improving teaching and learning across the school.

The persons line managed by the postholder:

The post-holder is responsible for the coaching, mentoring and development of staff with regard to the teaching of their curriculum area and supporting the professional development of teaching assistants through appraisal.

Main Duties and Responsibilities:

1. Plan and deliver engaging and differentiated lessons that meet the needs of pupils with SEND.
2. Assess, record, and report on the development, progress, and attainment of pupils.
3. Create a safe and inclusive learning environment that promotes the well-being and development of all pupils.

4. Work collaboratively with colleagues, parents, and external professionals to support pupils' learning and development.
5. Participate in professional development activities to enhance knowledge and skills in SEND education.
6. Contribute to the development and implementation of Individual Education Plans (IEPs) and Education, Health and Care Plans (EHCPs).
7. Uphold the school's policies and procedures, including those related to safeguarding and child protection.

Areas of Responsibility and Key Tasks

In addition to the requirements of a Classroom Teacher:

Early Career Teachers (ECTs):

Early Career Teachers (ECTs) are not expected to take on subject leadership responsibilities during their induction period, unless in exceptional circumstances and with their express agreement. They will be invited to shadow or support an existing subject coordinator as part of their professional development.

Subject Leadership:

For teachers who have completed the ECT (or previously NQT) induction, there will be an expectation to take a leading role in subject coordination, contributing to curriculum development and whole-school improvement in their area of expertise.

A) Strategic Direction and Development of the Subject (with the support of, and under the direction of, the Headteacher and Senior Colleagues)

- Develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning.
- Have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives.
- Use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of pupils.
- Develop plans for the subject which identify clear targets, times-scales and success criteria for its development and/or maintenance which reflect the school's commitment to high-achievement and which are consistent with national and school policies, plans and strategies.
- Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes.
- Participate in and lead meetings and workshops which relate to the school's management, curriculum, administration or organisation.

- Develop effective links with the local community including parents, support services, schools, business and industry.
- Develop a whole-school policy and schemes of work to achieve continuity and progression and when necessary to be involved in target setting through monitoring and reporting on the standards achieved within your subject area.

B) Teaching and Learning

- Use your own class as an example of high-quality teaching and learning in the subject, setting high expectations which inspire, motivate and challenge pupils, providing an excellent role model for pupils and staff by classroom practice that sets a standard for other teachers to emulate.
- Work with teaching staff to promote best and innovative practice to enrich the range of teaching and learning styles in the school, maximising progress and outcomes for pupils.
- Ensure continuity and progression in the subject by supporting colleagues in choosing the appropriate sequence of teaching and learning methods; set clear learning objectives through an agreed scheme of work that offers appropriate challenge; evaluate the impact on teaching and learning and pupil progress in the curriculum area.
- Establish clear targets for achievement in the subject and evaluate progress using appropriate assessments and records and regular yearly analysis of this data.
- Provide guidance to staff in marking and assessment for learning, and standards expected.
- Ensure that teachers are aware of the implications of equality of opportunity which the subject raises.
- Work in partnership with parents and carers in providing a high-quality education for all children and report to parents on the development, progress and attainment of pupils.
- Maintain good order and discipline amongst pupils, in accordance with the school's Behaviour policy
- To set children learning the subject high standards in the content and presentation of their work.
- To support colleagues to create a stimulating environment for learning
- Monitor and evaluate the quality of education and standards of attainment and achievement for pupils, using a variety of methods including tracking, target setting, data analysis, observing lessons, monitoring plans, pupil work and pupil voice; identify effective practice and areas for improvement and take appropriate action to improve further the quality of education, including target setting and action planning.

- Organise and lead meetings and workshops.
- Prepare and present reports to governors.
- Encourage links with other areas of the curriculum.
- Reflect and develop own practice through professional development programmes, own reading, keeping abreast of new initiatives and keeping up to date on current research, curriculum developments and professional development opportunities; bring relevant documents to the attention of staff, supporting and monitoring best practice across the school.
- Consult with colleagues about Special Needs provision, ensuring teachers adapt provision to respond to the strengths and needs of all pupils.

C) Managing Staff

- Co-ordinate and take day-to-day responsibility for the organisation and management of all staff involved in the subject.
- Enable all teachers to achieve expertise in planning for and teaching the subject through example, support and by leading or providing high quality professional development opportunities; evaluate the impact on pupils' progress and quality of education.
- Ensure that the Headteacher, SLT, staff and governors are well informed about policies, plans, priorities and targets for the subject, the success in meeting objectives and targets and the progress against improvement plans and that these are properly incorporated into the school improvement plan.
- To establish, maintain and develop strong professional relationships with colleagues, strengthening the team and improving the impact the team has on outcomes for pupils and quality of education.
- Support staff to develop an inspiring and engaging subject curriculum which enables children to acquire excellent subject specific skills.
- Implement coaching and mentoring systems to support and develop staff teaching the subject/curriculum area.
- Promote a creative and collaborative working environment.
- Make a positive contribution to the wider life and ethos of the school.

D) Effective Deployment of Resources

- Be aware of and respond appropriately to any health and safety issues raised by materials, practice or accommodation related to the subject.

- Support the Headteacher by maintaining efficient and effective management of the expenditure for the subject.
- Maintain existing resources, ensuring all staff are familiar with these, and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Take on any additional responsibilities which might from time to time be reasonably determined.

Safeguarding:

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an enhanced DBS check.

This job description may be amended at any time following discussion between the Headteacher and member of staff and will be reviewed annually.