

# JOB DESCRIPTION

*The Special Partnership Trust: An ambitious, inspirational partnership of outstanding learning.*

<b>Job Title:</b>	General Teacher
<b>Salary/Range:</b>	MPR 1-6 (Dependant on skills and experience)
<b>Hours:</b>	Full Time – in accordance with STPCD
<b>Base:</b>	Pencalenick School
<b>Responsible to:</b>	Headteacher
<b>Direct Supervisory Responsibility for:</b>	N/A
<b>Important Functional Relationships: Internal/External</b>	Headteacher, Executive Headteacher, Executive Director, Senior Leadership Team, staff, pupils, parents, governors  Community groups, LA, partner schools, national bodies/organisations, media

<b>Main Purpose of Job:</b>
<ul style="list-style-type: none"> <li>To teach pupils and subjects across the school as required.</li> <li>To carry out duties associated with being a tutor such as making appropriate arrangements for the pupils' pastoral care and personal development whilst establishing working relationships with their parents or carers.</li> <li>To co-ordinate the work of learning mentors within your teaching and tutor groups.</li> <li>To follow the guidance issued within such areas as the 'Teaching and Learning' / 'Curriculum' Policies and the 'Non-negotiables'.</li> <li>To fulfil associated duties which are required to meet the Teachers Standards including assessment and reporting.</li> <li>To implement the school's policies and procedures.</li> <li>To have regard to all matters pertaining to safeguarding.</li> </ul>

<b>Main Duties and Responsibilities:</b>
<p><b>Pastoral Responsibilities:</b></p> <ul style="list-style-type: none"> <li>To meet with the tutor group daily, supporting their emotional and social well-being</li> <li>To be aware of, and to communicate, the background information relating to the pupils in your tutor group and follow guidance with regards to behaviour management within the group and the wider school.</li> <li>Contribute to the development of management strategies for our most complex pupils.</li> <li>Promote equal opportunities and inclusion.</li> <li>To establish a positive and professional channel of communication with parents and carers</li> <li>To effect and sustain professional contact with parents, carers and professional agencies.</li> <li>To prepare and collate information for Tutor Reports, Annual EHCP reviews and attend meetings as necessary.</li> <li>The monitoring of pupils with regards to their attainment, attitude for learning, behaviour, attendance and their social and emotional well being.</li> <li>To assist with the design and implementation of support plans to improve attainment, attitude for learning, behaviour, attendance and social and emotional wellbeing. To communicate these plans to colleagues.</li> </ul> <p><b>Teaching Responsibilities:</b></p> <ul style="list-style-type: none"> <li>To plan and prepare appropriate and differentiated work for all pupils within the groups for which you are responsible; in particular, to develop the semi-formal curriculum.</li> <li>To give meaningful feedback to pupils about their learning and how to make further progress.</li> <li>To mark work that is in books and to annotate photo/video/recordings of practical work according to the marking policy</li> <li>Maintain current detailed records of academic, social and attitudinal progress</li> </ul>

- Understand and be able to articulate your data.
- Have regard for the vulnerable groups within school and be able to articulate how their needs are met within your teaching.
- Meet the deadlines for data drops
- Complete academic and social reports that inform Annual Reviews.
- Identify best practice and disseminate it amongst colleagues; participate in the on-going review and development of the curriculum, resources and pedagogy
- Where appropriate for pupils, support them to attain formal accreditation. In such cases teachers must
  - comply with the criteria and protocols set by the examining body,
  - meet the administration deadlines and requirements set by the exams officer
  - attend the CPD/moderation required.
- To carry out other tasks which may be related to the general wellbeing of our pupils
- To order, distribute and maintain the materials required for your group.
- To follow statutory requirements
- To contribute to the monitoring and evaluation of teaching and learning, pupil progress, policy review and any faculties with which you are aligned.

#### **Teachers Pay and Conditions:**

- The post holder will be required to carry out such duties outlined in the current School Teachers' Pay and Conditions document at the request of the CEO / Head of School.

#### **Notes:**

- Elements of this job description may be re-negotiated at the request of either party and with the agreement of both.
- Teachers can expect support from the school leadership through guidance, CPD, lesson observations, monitoring, evaluation processes and professional reviews.
- There is not rigid policy with regards to the 1265 working hours directive; we ensure that there is a balance of Planning, Preparation and Assessment time alongside formal meetings.
- Teachers are expected to attend 8.30 briefing meetings each morning.
- All teachers can expect to be formally observed on three occasions per year and are expected to participate in shared peer observations to develop best practice.
- Professional Reviews are carried out annually with objectives that are set and contribute towards an evaluation of performance.
- In the interest of staff well being, the school has a strong commitment to providing support, care and guidance to colleagues. It is the personal and professional responsibility of staff to ask for support when they need it.

#### **General/Other:**

- To ensure that pupils needs are prioritised and to have a clear sight of how this role impacts on the academy's and the trust's pupils at all times
- To act as a Trust team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance
- To be aware of and adhere to all Trust policies and procedures
- To be responsible for your own continuing self-development and attend meetings as appropriate
- To undertake other duties appropriate to the post as require

#### **Person Specification:**

	Essential	Desirable	Recruiting method
<b>Education and Training</b>	Qualified Teacher Status	Undertaken training in special education.	Application
		Undertaken training for learners with ASD	Application

		Evidence of personal commitment to continued professional development	
<b>Skills and Experience</b>	<p>Sensitivity to the personalised learning requirement of children with complex needs.</p> <p>Ability to manage pupils who present behaviour which may show challenge as a result of their communication difficulties.</p> <p>Ability to lead and work effectively as a member of a team with responsibility to develop the skills, knowledge and understanding of colleagues via the performance management process.</p> <p>Good communication skills.</p> <p>Effective ICT skills.</p> <p>Ability to skilfully interact with children with complex needs, encouraging the acquisition of appropriate skills and attitudes.</p> <p>Has worked directly with pupils with SEN and/or disabilities.</p> <p>Has experience of teaching pupils who work within P Scales or lower.</p>	Has worked as part of a multi-professional team	Application/Interview/Assessment
<b>Specialist Knowledge and Skills</b>	<p>Demonstrates knowledge of how children learn and the best way to encourage their development through high quality teaching and learning sessions.</p> <p>Demonstrates a robust understanding of assessment of learning, using such assessment to</p>	<p>Knowledge of programmes of work for children with SEN.</p> <p>Knowledge of the learning needs of pupils with significant social communication difficulties</p> <p>Some knowledge of the EHC process</p>	Application/Interview/Assessment

	<p>inform future teaching and learning. Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities</p> <p>Knowledge of the Annual Review process</p>	<p>To have used a range of teaching strategies e.g. TEACHH/Attention Autism</p> <p>Knowledge of Sensory Needs Engagement</p>	
<b>Behaviours and Values</b>	<p>Warm, friendly and a good team member.</p> <p>Open to learning and flexible to changing circumstances</p> <p>Empathetic to individual needs of children</p> <p>Commitment to Inclusion</p> <p>Commitment to working with parents and multi-agency teams</p>		Application/Interview/Assessment