



M23 Employee Specification Form for the Post of Teacher

Stanley School

Attributes	Essential	Desirable	How Identified
Qualifications	Qualified Teacher Status	Degree in Education Additional Qualification in SEN	Application
Experience	Experience of delivery of foundation stage/ national curriculum. Excellent classroom skills that demonstrate good practice	Experience in special educational needs Experience of leading a team of Teaching assistants within the classroom	Application Interview
Knowledge/Skills	<p>Promote the school's vision and values positively.</p> <p>Thorough knowledge of the EYFS and primary curriculum including phonics, early reading and promoting effective learning through play.</p> <p>Effective positive behaviour management strategies</p> <p>An understanding of the theory and practice of early child development and effective strategies that need to be employed in the delivery of good or outstanding teaching.</p> <p>Ability to set high expectations which inspire, motivate and challenge pupils.</p> <p>A secure understanding of the use of assessment and quality planning to best meet the needs of individuals.</p> <p>Demonstrate the ability to effectively lead and deploy teaching assistants.</p> <p>Ability to take responsibility for improving teaching skills through self-reflection, responding to advice and feedback from colleagues and appropriate professional development.</p> <p>Secure understanding and knowledge of Safeguarding and Child Protection strategies.</p>	<p>Knowledge and/or experience of supporting pupils with complex autism and learning difficulties.</p> <p>Relevant understanding of Team Teach philosophy</p> <p>Knowledge of a total communication environment.</p> <p>An understanding of EHCP's and the annual review process.</p>	Application Interview

People Management Skills	<p>Effective communicator with children, staff and parents. An effective team player, working collaboratively with colleagues and contributing to team planning and improvement strategies. Compassionate and caring approach to working with children, parents and colleagues.</p>	<p>Experience of working with parents and families of pupils with SEND. Knowledge and experience of Multi agency working.</p>	<p>Application Interview</p>
Other Personal Qualities	<p>Genuine desire to work with pupils with complex needs and make a difference to their lives. Excellent time management, organisation and ICT skills, to support the role and effectiveness. Personal stamina, sense of humour, emotional resilience and energy, including a good record of attendance and health. Commitment to contribute to the wider life of the school.</p>	<p>Commitment to continual professional development through self-learning and research and engagement with CPD opportunities.</p>	<p>Application Interview</p>

Job Description- Class Teacher

Job Context

This job description recognises the requirements of the current DfE pay and conditions document. It reflects our developing vision, strategic plan and other associated school policies.

At Stanley school we follow the statutory requirements and guidance of the Teachers Pay and Conditions document and have applied the Wirral's agreed Pay policy to ensure that classroom teachers are only asked to complete appropriate additional work beyond their classroom teaching and to link any further responsibilities to relevant supplementary payments. The expectation is that teaching will be at least good; this means that all teachers are expected to be meeting the Teachers standards, to a good level as appropriate to the stage of their career development. (See Associated documents in Appendices)

Class Teacher

PRINCIPLE DUTIES AND RESPONSIBILITIES

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards
- To achieve good levels of attainment and achievement through at least good teaching and learning, in line with your current career stage expectations (see appendix)
- To take responsibility for a class of mixed ability children, recognising children as individuals who need positive support and relationships to thrive at school.
- To ensure that our expectations are high and everyone is respected at all times.
- To deliver a curriculum that engages children in line with the schools agreed curriculum intent.
- To promote high standards of behaviours for learning, ensuring all staff are adhering to the school behaviour policy and promoting the Team Teach philosophy underpinning this.
- To develop professionally as part of our schools professional learning community by engaging with training, INSET, coaching and independent learning opportunities.
- To contribute to the developing ethos of the school by participating in reviews of policy and practice as part of our ongoing self-evaluation.

DUTIES AND RESPONSIBILITIES

1 TEACHING AND LEARNING

To deliver the teaching and learning objectives of the school

Work collaboratively with Middle Leaders and Senior Leadership Team to evaluate and review the curriculum.

To exemplify a good standard of classroom practice, which meets the aims and objectives of the school.

Adapt teaching to respond to the strengths and needs of pupils

To ensure high standards of education is maintained at all times for all pupils and that all lesson plans and learning objectives are suitable to support personalised learning.

To ensure policies and systems of tracking, monitoring, assessment and reporting are adhered to.

To take personal responsibility for maintaining an awareness of current educational theory and practice relating to students with SEN.

2 PUPIL SUPPORT

To ensure that a high standard of physical and emotional care is maintained for all pupils.

To work collaboratively with colleagues, parents/carers and other agencies in implementing all pupil-centred documents.

To participate in the review and evaluation of all pupil-centred plans.

To complete Annual Reviews and target setting process for individual pupils.

To liaise with colleagues in the use of communication and other appropriate aids to support learning.

3 EFFECTIVE DEPLOYMENT OF STAFF AND RESOURCES

To manage the class team of teaching assistants, Midday staff, volunteers and work experience placements to maximise pupil learning.

To lead the class team meetings and pass action points to the leadership team if required.

To use school resources appropriately to support learning.

4 WHOLE-SCHOOL ORGANISATION, STRATEGY AND DEVELOPMENT

Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision

Make a positive contribution to the wider life and ethos of the school

Work with others on curriculum and pupil development to secure co-ordinated outcomes

5 ACCOUNTABILITY

To provide information to the Leadership Team, when appropriate.

Implement the school's vision, values, aims and objectives.

Assist the schools Leadership Team in ensuring parents/carers and pupils are well informed about the curriculum, pupils attainment, progress and attendance.

Be able to present aspects of your work and developments to the school Governors, parents/carers, inspectors, school support partners and the wider community, if appropriate to do so.

6 HEALTH, SAFETY AND DISCIPLINE

Promote the safety and wellbeing of pupil

Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment

To take responsibility for the safety and supervision of pupils on educational visits, writing and adhering to Risk Assessments.

7 PROFESSIONAL DEVELOPMENT

Take part in the school's appraisal procedures

Take part in further training and development in order to improve own teaching

Where appropriate, take part in the appraisal and professional development of others

8 WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS

Collaborate and work with colleagues and other relevant professionals within and beyond the school

Develop effective professional relationships with colleagues

9 PERSONAL AND PROFESSIONAL CONDUCT

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school

Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality

Understand and act within the statutory frameworks setting out their professional duties and responsibilities

To undertake other duties allocated at the discretion of the Head teacher to meet the changing needs of pupils and the circumstances of the school, commensurate with the post.