

Teacher Job Description

Job Title: Teacher

Courtlands School

Reporting into Lee Earnshaw, Headteacher

Teachers Pay and Conditions: MPR1 to UPR3 (£25,714 - £41,604)

Plus SEN1 £2,290

Contract: Permanent

Closing Date: 12pm Tuesday 9th March 2021

Job Purpose

The main purpose of the role is to:

- Be responsible for the learning and achievement of all pupils in the class ensuring equality of opportunity for all
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Take responsibility for promoting and safeguarding the welfare of children within the school

Responsibilities

To carry out the professional duties of a teacher as set out in the most recent Schoolteachers' Pay and Conditions document

- All teachers have a responsibility for providing and safeguarding the welfare of children they are responsible for or come into contact with
- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for pupils
- To lead/support a designated curriculum area as appropriate
- To monitor and support the overall progress and development of pupils
- To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential
- To share and support the school's responsibility to provide and monitor opportunities for personal growth and enjoyment
- To support the ethos, aims and vision of the school
- To carry out duties as assigned by the Headteacher
- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

Experience and Job Knowledge

Essential

- Understanding that behaviour is communication.
- Commitment to relational learning using playfulness, acceptance, curiosity and empathy alongside natural and logical consequences rather than punitive approaches.
- Proven experience of teaching primary age pupils with additional needs either in a mainstream or special school setting
- Understanding of the national curriculum, and how to adapt it for pupils working significantly below age-related expectations
- Knowledge or experience of successfully supporting children with moderate learning difficulties and social, emotional and mental health needs
- Evidence of recent and relevant professional development
- Experience of child protection procedures and commitment to safeguarding pupils
- Proven ability to plan and teach outstanding lessons, ensuring high standards, continuity and progression
- Ability and motivation to constantly improve own practice and knowledge through self-evaluation and learning from others
- A good understanding of child development and learning processes within SEND and how to overcome barriers to learning
- Experience of EHCP's annual reviews, writing and reviewing IEP's, developing personalised interventions for pupils and reviewing progress
- High level of professionalism for contributing to statutory documentation and meetings.
- Proven expertise in working with children who communicate through challenging behaviour and meeting their wider needs through pupil centred planning approaches
- Ability to set and maintain high standards of behaviour and expectations whilst meeting individual needs
- Proven ability to ensure continuous assessment, recording and reporting on the development, progress and attainment of pupils
- Ability to support and maintain effective teamwork
- Ability to create and maintain inclusive links with other agencies and mainstream schools/colleges
- Ability to deal positively with staff, children, and parents in sometimes difficult circumstances
- Ability to lead a curriculum area

Desirable

- Experience in a variety of educational settings including mainstream schools
- Experience of TA appraisal
- Willingness to contribute to, and support professional development across the whole staff

Qualifications

Essential

- Qualified Teacher Status

Desirable

- SEND related qualifications or training, e.g. SENCO qualification or specific training in Mental Health or specific special educational needs and disabilities.

Personal Qualities and Attributes

- Commitment, passion, and drive for high standards in supporting children with additional needs to succeed
- Resilience to challenging behaviour from pupils and a forgiving 'every day is a new start' attitude
- Understanding that physical intervention is a last resort to keep children safe, and a willingness to undertake it (with training) when all else fails
- Ability to work successfully within a team, supporting colleagues
- Confidence to engage in a robust line management structure including line management of a team.
- Flexible and a positive attitude to change
- Openness to self-reflection, highly developed self-awareness skills and a commitment to personal and professional growth and development

Transforming Futures Trust Values

Values

- Professional excellence in all we do
- Valuing the individual and our service to them
- Valuing growth and releasing potential
- Celebrating Success
- Compassion and caring for everyone

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change and the above list is not exhaustive. The person in the post may also be asked to carry out other duties commensurate with the grade as may be necessary from time to time.

Closing Date: 12pm Tuesday 9th March 2021

Shortlist Date: Thursday 11th March 2021

Interview Date: 23rd and 24th March 2021

Start Date: September 2021

For further information, please contact the Recruitment Manager Katherine Wildman at recruitment@transformingfutures.org.uk

For full application pack, school, and trust information, please visit www.transformingfutures.org.uk