



TEACHER

Pay: In line with Teachers' Terms and Conditions plus SEN allowance

Statement of Purpose:

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct.

Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Teachers at Abbot's Lea School provide outstanding holistic quality education and specialist support to students with Autism and a wide range of associated special educational needs, and through the embedded development of life skills, they support the students to lead healthy, happy and fulfilling lives.

They lead staff in line with school's vision and mission statement and always promote school's core values and philosophy of education.

Responsible to:

- All staff are ultimately responsible to the Headteacher
- You will be line managed and performance managed by the Key Stage Leader in charge of your department in respect of all professional duties
- The Deputy Headteacher will monitor your professional duties in respect of teaching and provide feedback to you and your assigned line manager through a range of Quality Assurance Cycle activities

Line management responsibilities:

- Higher Level Teaching Assistant(s)

A/ RESPONSIBILITIES

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- engage fully with internal and external moderation activities and implement agreed changes to assessment

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being, including leading meetings with families and other professionals aimed at helping students succeed.

B/ PERSONAL AND PROFESSIONAL CONDUCT

- A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behavior within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times
- observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

C/ PRACTICAL DUTIES AS A TEACHER AT ABBOT'S LEA SCHOOL

The following duties are common to the job descriptions of all teachers in the school regardless of any additional specific duties listed below and form the basis of the School Teachers' Pay and Conditions Document.

Teaching

- Safeguard all students in your care, including proactive leadership of individual risk assessment, SOS, Early Help and any family support interventions
- Plan and prepare courses and lessons in accordance with the defined curriculum of the school
- Teach, according to their educational needs, the students assigned to you, including the setting and marking of work to be carried out by students at school or elsewhere
- Assess, record and report on the development, progress and attainment of students
- Promote the general progress and well-being of individual students and any class or group of students assigned to you
- Provide guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions. Communicate and consult with the parents or guardians of students in consultation with the relevant Key Stage Leader
- Communicate and co-operate with persons or bodies outside the school and participate in meetings arranged for such purposes in consultation with the Key Stage Leader
- Take responsibility for financial arrangements for school trips or visits, as defined in the school's financial regulations, where the Teacher has agreed to be involved with such a trip or visit.

Assessments and Reports

- Provide and contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- Communicate and meet with students' families regularly
- Chair and report the Annual Reviews and other associated transitional meetings
- Chair and report on SOS and Early Help meetings

Tutoring

As a pastoral tutor assigned to cover or work with a tutor group, you will be required in addition to the duties described above to:

- Take a register at the assigned times. The form register is a legal document. Information in it must be kept up-to-date. All student absences must be accounted for by a parental letter and any not so covered must be reported to the Head of Department for additional support.
- Attend all assemblies attended by the tutor group to which you have been assigned and lead on class assemblies, if directed to do so by the senior staff

- Carry out a daily check of the standards of dress of the students assigned to you, a daily check of diaries and monitor standards of behaviour.

Supervisory Duties

- To carry out a share of supervisory duties before, during and after the school sessions in accordance with published rotas. In order to ensure the safe arrival and departure of students and deal with parental enquiries you are required to be on the premises at least ten minutes before the start of the morning session and for ten minutes after the end of the afternoon session. This time is accounted for your prescribed working time. Permission to be absent at these times must be obtained from the Deputy Headteacher.

Appraisal

- Participate in arrangements for your appraisal and that of other staff
- Line manage HLTA and help direct the work of TAs
- Mentor new student teachers, NQTs and placement students, as required

Training and Development

- Review regularly your methods of teaching and programmes of work and participate in arrangements for your further training and development as a teacher.

Educational Methods

- Advise and co-operate with the Headteacher, Deputy Headteacher, Key Stage Leaders, Head of Care and Safeguarding and Head of Autism Research and Development and other Teachers in the preparation and development of courses of study, teaching materials, and teaching programmes, as well as methods of teaching and assessment and pastoral arrangements.

Discipline, Health and Safety

- You are required to maintain good order and discipline among the students and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- In particular you are responsible for the health and safety of students in a class assigned to you either on the timetable or as emergency cover.
- Students must not be left unattended without adequate supervision.

Staff Meetings

- You will be required to attend meetings at the school which relate to the School Development Plan, the curriculum, or the administration or organisation of the school including pastoral arrangements, in accordance with your prescribed working time.
- You will be required to join in the PPA and Moderation meetings on a weekly and half-termly basis respectively

Public Examinations

- You may be required to participate in arrangements for preparing students for public examinations and in assessing students for the purpose of such examinations: recording and reporting such assessments and to participate in the arrangements for students' presentation for and supervision during the examinations.

Emergency Cover

- You will be required to supervise and so far as practicable teach any students assigned to you due to their teacher not being available. The requirement to provide emergency cover for unavailable colleagues will be consistent with the current Teachers' Pay and Conditions Document

Working Time

- You must be available for work for 195 days in any school year, of which for 190 days you will be required to teach students in addition to carrying out other duties. These duties will be carried out at such times and places as the Headteacher will specify for 1265 hours in any one year. This requirement is consistent with the Teachers' Pay and Conditions Document.
- In addition to the requirements set out in the above paragraph, you will be required to work such additional hours as may be needed to enable you to discharge effectively your professional duties, including in particular, the marking of students' work, the writing of reports on students and the preparation of lessons, teaching material and teaching programmes. The amount of time required for this purpose beyond the 1265 hours referred to above is a matter for your professional judgment and will depend upon the work needed for you to discharge your duties as a teacher.

Deployment:

- You are contracted to work for Abbot's Lea School as part of all of its operations
- You may be asked to work at a location other than L25 6EE
- You are deployable to work with students within the school or in another school supported by Abbot's Lea School as part of its extended outreach work.

Post holder's name:

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Post holder's signature:

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Date:

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PERSON SPECIFICATION

Teacher

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • DFE recognised qualified teacher status • Degree 	<ul style="list-style-type: none"> • Evidence of continuing professional development • Qualification in Special Education • Training in Autism
Knowledge & Understanding	<ul style="list-style-type: none"> • Evidence of effective SEN teaching over a wide range of age and need • Evidence of appropriate in-service activity and professional development • An excellent understanding of how children learn • A sound curriculum knowledge and understanding of key strategies for effective teaching and learning • An understanding of classroom and behaviour management for pupils with SEN • Knowledge of Autism 	<ul style="list-style-type: none"> • Successful experience of teaching within a special school
Skills	<ul style="list-style-type: none"> • A demonstrable ability to teach • Highly literate • Highly numerate • Highly competent in ICT applications in teaching and learning • A highly effective communicator at all levels • An ability to prioritise and remain calm under pressure • A commitment to inclusion • High expectations for all pupils • Good assessment practices and an ability to share them 	<ul style="list-style-type: none"> • A team player with a commitment to empowering others