

Job Description and Person Specification



This authority has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and adults at risk, and requires all staff and volunteers to share this commitment.

Solihull Council is committed to equal opportunities and expects all staff and volunteers to recognise and value differences.

SECTION A: Role Profile

Post Title	Teacher - Primary/Secondary	Post No	
Directorate	Solihull Metropolitan Borough Council		
Division			
Band and Salary	Main scale 1-6 : £32,916 - £45.352 + 1 SEN Point : £2,787 Incremental progression is subject to performance		
Responsible to	Executive Head		
Location	Forest Oak		
DBS Check	Enhanced check for regulated activity for working with Children and Adults		
Fluency Duty	This post is covered by the Fluency Duty, as outlined in the Code of Practice on the English language requirements for public sector workers.		

Role Purpose

You are required to carry out the professional duties of a school teacher as set out in the Educational (School Teachers' Pay and Conditions of Employment) Order 1987 and as subsequently modified.

Role Responsibilities

A. Teaching: -

- (i) to teach across the age and ability range under the direction and guidance of the Executive Head
- (ii) to teach classes within an agreed scheme of work, strategies and procedures including:
 - a) planning and preparing lessons thoroughly including differentiation to meet the needs of individuals and groups of pupils
 - b) correcting pupils' work promptly, thoroughly, carefully and in a positive way in line with school policy
 - c) assessing, recording and reporting on the development, progress and achievement of pupils within agreed time scales
- (iii) to keep the teaching base, its facilities, resources and equipment in good order promoting an atmosphere conducive to learning
- (iv) to undertake reasonable and specific responsibilities within the organisation/administration of the subjects you teach.
- (v) to give other such assistance as the Executive Head might reasonably require from time to time
- (vi) to foster, collaborative and supportive contacts with colleagues advising and co-operating with the Executive Head and other teachers in the preparation and development of planning, schemes of work, resources and teaching strategies to support, through a range of strategies, pupils with Moderate Learning Difficulties.

B. Within the School: -

- i) to communicate and consult with parents and pupils and other related professionals, participating in meetings for these purposes
- ii) to be an efficient and effective class teacher or class tutor if required
- iii) to be a member of a duty team, when assigned, and carry out such duties punctually and efficiently
- iv) to teach a range of subjects as required, ensuring criteria of A(ii) and (iii) above are met
- v) to uphold School behaviour and wellbeing approaches as appropriate and to foster and promote equal opportunities in practice
- vi) to attend staff/parents' meetings as the Executive Head may reasonably require within the total directed time limit of 1265 hours per annum

C. Professional Development: -

- i) to seek and participate in professional development opportunities
- ii) to participate in the Performance Management process as laid down in the guidelines issued by the school, and to carry out those duties in a discreet and confidential manner
- iii) in the case of a teacher serving an induction period, to participate in arrangements for supervision and training.


D. Personal Qualities: -

- (i) Teamwork: A commitment to supporting and enabling each other in order to raise pupil achievement and facilitate school improvement. To be a positive team member.
- (ii) Problem solving: A commitment to attempting to resolve problems with each other directly, on the first instance.
- (iii) Passionate about enabling pupils to overcome challenges and experience success.
- (iv) Emotional reliance and commitment to ensuring achievement and well-being of each individual pupil.
- (v) A sense of humour.
- (vi) A solution focussed approach.
- (vii) Flexibility, consistency, integrity.
- (viii) The ability to deal sensitively with people and resolve conflict.
- (ix) A positive attitude.
- (x) Ability to manage time effectively.
- (xi) Ability to support the school's ethos-based approach to mental health and well-being (SMILE approach)
- (xii) Good health and attendance record.

Section B: Person Specification

	Essential Criteria	Desirable Criteria	Measured By
Education & Qualifications	<ul style="list-style-type: none"> • QTS • Evidence of further training 	<ul style="list-style-type: none"> • Post graduate study in SEN. • Additional training in positive behaviour management approaches /strategies 	
Experience & Knowledge	<ul style="list-style-type: none"> • SEN experience. • Differentiating planning to meet a range of needs. 	<ul style="list-style-type: none"> • Teaching experience of MLD pupils (in mainstream or specialist provision). • Teaching a range of Curriculum subjects. • Experience of leading/directing the work of other staff within a class. • Formulation of Individual Education plans. • Multi agency working. 	
	<ul style="list-style-type: none"> • Knowledge of a range of assessment processes. • Some SEN knowledge and related implications for teaching and learning. • Legal requirement on safeguarding and promotion of the well-being of children • Knowledge of New Curriculum. • The development of core skills and life skills. 	<ul style="list-style-type: none"> • Detailed knowledge of a range of SEN. • School self-evaluation processes. • Strategies for engaging young people with SEMH. • Knowledge of accreditation routes for MLD. 	
Skills & Abilities	<ul style="list-style-type: none"> • Use of ICT to support learning across the curriculum. • Ability to formulate SMART targets for Individual education plans and incorporate into planning across the curriculum. • Ability to work with a flexible timetable. • Use assessment, especially formative assessment to inform planning and constructive pupil feedback. • A range of behaviour management strategies, adapting as necessary, to promote the self-control and independence of learners. • Work as a team member. • Lead the work of Learning Support Assistants. 	<ul style="list-style-type: none"> • Data analysis. • Teach a range of Curriculum subjects. 	

Core Behaviours	Excellence - With enthusiasm, you work to deliver a high-quality service from your work location, whether that be in a Council building or in a remote working location, to meet customer, organisation and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers.	Interview
	Simplicity - You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all taking into account hybrid working.	Interview
	Trust and Respect - You are aware of your impact on others including confidentiality, team relationships and wellbeing. You value openness and listen carefully to understand the views of others. You promote the values of inclusion and diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect	Interview
	Working Together - You work with others to reach a common goal; sharing information, supporting colleagues, both in their work and wellbeing, and searching out expertise and solutions from relevant partners and/or the communities we serve.	Interview
	Responsibility - You take ownership for your own wellbeing, work and working environment and use your initiative to deliver. You are accountable for your own performance and development, and you take responsibility for your actions and decisions.	Interview
	Leadership - Your leadership is demonstrated by delivering outcomes and inspiring your team and individuals to improve and develop within an environment that enables individuals to achieve their potential.	Interview

Compiled/Reviewed by	
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Section C: Additional Information

Corporate Parent Responsibilities

All employees should act as an advocate for our Looked After Children; fulfilling our corporate parenting responsibilities by considering Children and Young People in everything we do.

Health and Safety

Health and safety laws require all employees to help the Council maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the Council, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis.

All duties and responsibilities must be carried out in line with the Council's Corporate Health and Safety Policy and any local safety procedures.

Information Management

As an employee of the Council, the post holder will be expected to manage information in accordance with standards outlined in the Corporate Records Management and Information Security policies. They will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of Data Protection legislation and guidance.

The post holder will be accountable for ensuring that he/she is aware of relevant Council policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

Training and Development

The Council is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.

Solihull Behavioural Framework

The Council expects all employees to conduct themselves in a way that is consistent with the values and behaviours set out in the Solihull Behavioural Framework.

Mobility

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the Council they may be required.

Variations to Job Descriptions

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the Council therefore retains the right to amend job descriptions to reflect changing requirements.