**TEACHER**

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| **Job title**:  | Teacher | **Job Ref**: |  |
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| **Directorate:** | Montacute Academy Trust Pay Range According to Teachers Pay & Conditions |
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| **School:** | New_Feet_small | **Grade**: | MPS/UPS + 1SEN point (dependant on experience) |
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| **Reports to**: | Senior Leaders |

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| **Main job purpose** |

To always strive for outstanding standards in the learning and progress of pupils at Montacute School. To always promote the wellbeing of pupils at Montacute School through all activities. To be a part of the whole school team working together to make Montacute School a successful and happy community that seeks every opportunity to sustain and further develop itself as a centre of excellence. To seek to uphold the school’s core values as identified in its value statement:

You are required to carry out the duties of a teacher as set out in the school teacher’s ‘Pay and Conditions Document’, relevant legislation and DFES regulations/circulars.

***You have a responsibility for safeguarding and promoting the welfare of pupils at the school at all times. You must follow school protocols in dealing with and reporting any concerns promptly to the Safeguarding Lead, or in her absence the school Nurse or Head Teacher.***

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| **Main responsibilities and duties** |

**Classroom**

* To carefully assess pupils and set achievable and challenging individual learning goals for them in line with school practices and policies.
* To plan, prepare and review learning activities ensuring that pupils receive challenging and inspiring learning experiences that enable them to make excellent progress.
* To take part in professional training to enhance your SEN knowledge and teaching skills.
* To work closely with a multi-professional team of staff both within school and from external services to ensure that a pupil’s holistic needs are met.
* To ensure that there are good paths of communication for all those supporting the pupils that you are directly responsible for, leading to the best consistency and support for those pupils.
* To develop own professional skills and keep up to date with developments in education.
* To effectively support, deploy and manage the staff team(s) you lead to ensure that pupils are getting the best quality education possible.
* To work and liaise closely with parents, including attendance of regular Parents’ Evenings and Pupil Annual Review meetings.
* To review classroom resources and their use and make recommendations to LT for the development of these.
* To participate in the school’s self-evaluation processes for your pupils in accordance with the MER schedule.
* To carry out any other classroom duties which you judge to be in the best interests of your pupils at that time.

**Wider School**

* To make every effort to regularly and punctually attend and contribute to school meetings such as staff meetings and department meetings.
* To follow and support all school policies, protocols and procedures.

**Leadership (All Teachers except NQTs)**

* To support department needs on a daily basis, including arrangements to cover staff absence in liaison with Leadership and Admin.
* To lead teams of HLTAs and TAs by
* ensuring important information is passed onto them.
* planning and leading effective team meetings with them.
* Supporting them in their own professional development with e.g. advice, information, direction, feedback, opportunities, coaching, probationary period or appraisal meetings
* Giving pastoral support when needed.
* Highlighting to LT any concerns you have with regard to any aspect of their professional behaviour as promptly as possible, participating in any arising support plan as appropriate.
* To be the school’s leader in an agreed area of curriculum or pupil need (see below – across school leadership area)
* To contribute fully to the planning and implementation of the School Development Plan, leading aspects of that plan where they fall within your own areas of leadership.
* To participate in delivering aspects of the school’s in-house training where it relates to your own areas of expertise / responsibilities.
* To support the school’s community links with your identified partner(s) through regular liaison, seeking as part of this to develop opportunities for pupils to mix from different schools / colleges, and for contact with other stakeholders, and to develop a sharing of skills and knowledge for staff from different schools / colleges (“community links” = any relationship with groups or individuals outside school, including e.g. RDA, yacht club, Lions, businesses).
* Where you have a nominated governor, ensure a sustained link through email etc and invitations to school events.
* To contribute as appropriate to strategic leadership groups (e.g., PARRC) and participate in the school’s self-evaluation processes in accordance with the MER calendar in relation to your own areas of expertise / responsibilities, including carrying out learning walks and classroom visits as identified in the school’s protocols.
* To lead items in a range of internal meetings including staff meetings and department meetings that relate to your own area of expertise, and to support training in that area where needed.
* To lead and organise departmental and whole school events when required.
* To be willing to deputize for the chair of any meeting that you are part of when that person is absent so that agendas can continue.

**Health and Safety**

The post holder must:

* Participate in all Health and Safety training offered by the school on a regular basis.
* Follow the training received when at work
* Take reasonable care of your own and other people’s health and safety
* Ensure you are aware of relevant documents for places, activities, groups and for individual pupils e.g. care plans, manual handling plans, behaviour plans, risk assessments for swimming trips out etc
* Ensure that appropriate risk assessments are written for the pupils you have responsibility for, agreed by H&S Leader in advance of the activity as specified in the school’s protocols, and disseminated to other adults involved in the activity.
* Ensure medical guidelines and training given is adhered to, consulting the school nurse when needed.
* Ensure work is conducted within the framework of all local guidelines and policy
* Implement the school’s Health and Safety Policy within the area of your control

**Other Duties**

* To carry out duties other than those given in the job description where the level of responsibility is similar, appropriate qualifications are held or appropriate training is given to carry out those duties.

**Across School Leadership Area:**

This will be negotiated with the post holder in relation to skills offered and the needs of the school. It may need to be re-negotiated over time if the needs of the school change. The post holder’s area of leadership is:

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Ensure standards are high in this area of leadership through:

* Scrutinizing information about pupil progress
* Participating in MER activities as needed
* Supporting teachers to improve their skills in this area through coaching and mentoring them
* Be aware of new developments or exciting developments in this area and bring them into the school
* Write, carry out and review an annual action plan for this area
* Adopting the school’s policies and protocols for leading an area across the school

**TLR:**

If you hold a TLR, this will be negotiated and agreed in relation to skills offered and the needs of the school, Duties will be as above for “across school leadership” The post holders TLR is for:

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**UPS:**

UPS teachers are expected to be role models and a source of support to less experienced teachers. At Montacute, UPS teachers are expected to hold a significant area of responsibility which will be agreed with the Leadership Team. The post holder’s UPS area of responsibility is:

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**General**

This job description only contains the main accountabilities relating to this post and does not describe in detail all the tasks required to carry them out. You are expected to be flexible to ensure the most effective organisation and delivery of learning.

General tasks are varied from time to time to take into account the changing nature of the school and the demands made upon it. Such changes are a normal part of the post and, as such, do not constitute a change to the general job description.

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| **Knowledge & skills** |

As set out in the teaching standards and giving due regard to the career progression expectations detailed in the school’s pay policy.

The post holder must not have a criminal record which would be incompatible with the post and will be required to hold an enhanced DBS clearance.

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| **Supervision and management** |

The post holder will be responsible for the deployment and supervision of the work of teaching assistants.

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| **Problem solving and creativity** |

This post requires a high level of problem solving and creativity in order to design the best learning programme for every child within the given resources. They should be able to risk assess dynamically and plan thoroughly to keep children safe at all times. The post holder will need to be able to think on their feet and adapt plans at short notice. They should be resilient and have the ability to keep calm and give leadership in a crisis. The post holder will need to understand the importance of a positive dynamic and positive relationships and have the required strategies to bring this about.

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| **Key contacts and relationships** |

Senior leaders

Teaching and Therapy colleagues within school

Teaching Assistants

Other services as required by pupils

Parents

Colleagues in other schools

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| **Decision making** |

Teachers are expected to make good decisions in all areas of their delegated responsibilities in line with the teaching standards.

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| **Resources**  |

As needed by pupils being taught.

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| **Working Environment** |

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities. There may be periods where staff have to move quickly to avert a pupil putting themselves in danger. Staff may have to physically support pupils to participate in activities.

A high level of vigilance is often required when supporting a group in the classroom or the community, or supervising play.

Sometimes, substantial physical effort may be required in providing assistance to pupils with significant physical disability or those who are very active and unaware of danger. There may be frequent incidents of cleaning up relating to pupils’ intimate care needs.

There can often be physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment / hoists, class chairs, walkers, standers, commodes, wheelchairs, VOCAs, Weighted Jackets etc, and minibuses.

While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils who are especially difficult to engage in activities, may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils’ individual targets.

The job holder will also be in a position where they lead and manage others, and they will need the necessary skills to cope with this aspect of their work.

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| **Progression in Post (if applicable)** |

Teachers can apply for middle or senior leadership posts as advertised by the school providing they have the qualifications needed to do so.

Alternatively, they may be invited to take on a TLR responsibility as part of the progression suggested by successful appraisal and the acquisition of a specific skill set in an area of expertise in relation to the needs of the school. The school may seek to re-negotiate TLR areas if the needs of the school change, but TLR1 and 2 are permanent awards, usually given to versatile and accomplished teachers capable of adapting their leadership focus.

Teachers should make sure they discuss qualifications and training they wish to undertake with their appraisal team leader. It is the post holder’s responsibility to find out what training they need in order to pursue their chosen career path, and to negotiate with the school in order to gain access to that training.

***Montacute School seeks to uphold the highest standards of professional behaviour and respect for others among its staff, and will not tolerate the following:***

***- bullying behaviour***

***- behaviour which is negative and disrespectful to colleagues***

***- abuse of any kind, such as racial abuse***

***- breaches of confidentiality***

***- unauthorized term time absence***

***- disregard for any aspect of the teacher’s standards***

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| **Job description amended by:** | Jill Owen |
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| **Designation:** | Headteacher |
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| **Date:** | April 2018 |

**Disclosure and Barring Service**

The nature of the work requires that the post holder has undergone checks by the Disclosure and Barring Service and has enhanced level of Disclosure.

**Health and Safety**

The post holder must:

- Follow the school’s Health and Safety Policy

- Ensure confidentiality at all times and always seek to behave within professional boundaries

- Ensure work is conducted within the framework of all local guidelines and policy

**Equal Opportunities**

The post holder has a responsibility to understand and abide by the obligations laid down in the school’s equal opportunities policy.

**HEAD TEACHER: ……………………………….**

**EMPLOYEE: ………………………………………**

**DATE: ……………………………………………….**

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| **Whole School Responsibility** |  |
| **Date** |  |