JOB DESCRIPTION

Post Title: Teacher

Grade: Qualified Teacher Main Scale Plus SEN Point

Responsible to: Headteacher / Governing Body

The Job Description should be read alongside the range of professional duties of Teachers as set out in Part X11 of the Teachers’ Pay and Conditions Document, sections 48 to 50. The postholder will be expected to undertake duties in line with the professional standards for qualified teachers and uphold the professional code of the General Teaching Council for England.

Main Purpose

Teachers are responsible for the overall running of their classes and the organisation and teaching of educational programmes, behaviour management and welfare of the pupils in their groups. They should carry out such other associated duties as are reasonably assigned by the Headteacher.

1. Key Duties and Responsibilities
2. Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met.
3. Plan the curriculum, with colleagues and other professionals where necessary, in line with school policy, to secure high quality learning for pupils. Ensuring clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and individual needs of pupils.
4. Deliver the curriculum through a range of lessons designed to stimulate and motivate pupils’ learning and meet individual targets / needs as set out in the EHCP and Preparing for Adulthood framework.
5. Lead, direct and supervise the class team ensuring that learning objectives are met through effective communication and planning.
6. Work with the class team to ensure that they are involved in the planning of class activities and are aware of the class routine.
7. Assess how well learning objectives have been achieved and use this assessment for future teaching.
8. Promote high quality learning experiences with all pupils to maximise outcomes for all pupils.
9. Working with colleagues and other professionals, assess pupils so that Education, Health and Care Plans can be appropriately updated, ensuring that each pupil receives a broad and balanced curriculum that meets their individual need and making sure that the whole class receive a balanced curriculum each week.
10. Where appropriate work in collaboration with colleagues or professionals to plan, update and implement behaviour management plans.
11. Liaise as required with parents/carers/families; therapists; other schools; and outside agencies as necessary and directed by school policy or the Headteacher.
12. Be familiar with all medication, making sure that it has been administered each day by the Clinical Nurse Specialist / other appointed person with responsibility for medication.
13. Ensure that records are appropriately updated in relation to any medical situations within school (such as seizures) and that all appropriate action is taken and the situation reported to the relevant / identified individuals.
14. To understand how comparative data can be used to set clear targets for achievement.
15. Write Risk Assessments for activities either in school or out as required by school policy.
16. Ensure that the attendance register is marked twice daily.
17. Ensure that the classroom equipment provides a stimulating environment for all the pupils.
18. Ensure that the classroom is tidy, defects are reported, displays are changed regularly, kept in good order and are relevant. At the end of each day the classroom is tidy to facilitate cleaning.
19. Ensure high quality provision and the achievement of at least good Ofsted outcomes.
20. Work in partnership with staff and other professionals to ensure all children are ready to transition to the next stage of their education.
21. Attend meetings and prepare written evaluations and reports when required to do so.
22. To have a full working understanding of the Code of Practice and identification, assessment and support of children with special educational needs.
23. Support for Pupils
24. Work with the Child Protection and Vulnerable Pupil Support Worker and Behaviour & Pastoral Support Officer to support pupils who are not attending, or otherwise not currently working to their normal timetable.
25. Establish constructive relationships with pupils and interact with them according to individual needs.
26. Encourage pupils to interact with others as appropriate and engage in activities.
27. Work closely with the Transitions Officer to ensure an effective transfer into, within and out of school.
28. Set challenging and demanding expectations and promote self-esteem and independence.
29. To be responsible for promoting and safeguarding the welfare of children and young people in accordance with legislation and school/college policy.
30. Support for School Staff
31. Use strategies, in liaison with the Child Protection & Vulnerable Pupil Support Worker, Behaviour & Pastoral Support Officer and Inclusion Manager to support vulnerable pupils’ access to learning using appropriate strategies, resources etc. in order to achieve learning goals.
32. Record and communicate relevant information for school purposes.
33. Support for the School
34. Ensure records are kept up to date within school systems as directed, for example in CPOMS and Arbor etc. to ensure the timely and accurate recording of information.
35. Attend staff meetings, Inset Days /twilights and courses as appropriate, to continue own professional training and development as targeted through performance appraisal process.
36. Promote equality for all individuals, recognising and encouraging anti-discriminatory behaviour, respecting confidentiality (unless there is a child protection implication), recognising their rights and choices and respecting personal beliefs and identity.
37. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
38. Lead by example on the upholding of school policies and modelling good practice.
39. Contribute to the life of Newman school and support its agreed ethos and policies as directed by the Headteacher.
40. Carry out a small number of associate staff performance appraisals annually and actively engage in own continuing professional development activities.
41. Regularly monitor actions and progress in relation to strategies in order to demonstrate impact on provision and improvement.
42. To actively promote working in a professional, integrated and evidence based way with all stakeholders.
43. Any other duties commensurate with the duties/responsibilities/grade of the post.
44. To use professional judgement to assess the level of each pupil and nature of opportunity for inclusion according to their needs and stage of development.
45. To advise the Headteacher of any known concerns regarding, health, safety and security.

The duties of the post could vary from time to time as a result of new legislation, changes in technology or policy changes in which case appropriate training may be given to enable the post holder to undertake this new/varied work. It is liable to variation by management to reflect or anticipate changes required in order to meet with the evolving/devolving needs and demands of the role itself.

**Child Protection and Safeguarding**

The post holder’s responsibility for promoting and safeguarding the welfare of children and young persons with whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the School’s Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risk to the safety or welfare of children in the School s/he must report any concerns to the Designated Safeguarding Lead - Headteacher.

PERSON SPECIFICATION

Post Title: Teacher

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| **Area** | **Essential Criteria** | **Desirable Criteria** | **How this will be assessed** |
| Qualifications | \* Qualified Teacher Status |  | **\* A**  Documentary evidence will also be required |
| Experience | \* Significant experience of working with Children with SEN / Disability / ASC |  | **\* A / I** |
| \* Experience of teaching Children with SEN / Disability / ASC |  | **\* A / I** |
|  | Experience of teaching across Primary & Secondary | **A / I** |
| Knowledge and Skills | Sound knowledge of Child Development |  | **A / I** |
| Ability to communicate in a variety of formats clearly and effectively, targeted appropriately to different audiences (Child, parent, professional, colleague, etc.) | Knowledge of Preparing for Adulthood framework | **A / I** |
| Functional ICT Skills | Experience of using ICT to record children’s development. Knowledge of voice activated communication aids | **A / I** |
| Personal Qualities | Confidence to undertake training in intervention and carry out such tasks |  | **A / I** |
|  | Willingness to support pupils in swimming | **A / I** |
| Willingness to undertake residential visits |  | **A / I** |
| Professional Manner |  | **A / I** |
| Ability to use own initiative |  | **A / I** |
| Experience of working within a team to deliver exacting standards |  | **A / I** |
| Ability to work under pressure |  | **A / I** |
| An understanding of and commitment to equal opportunities issues both within the workplace and the community in general. |  | **I** |
| A commitment to the provision of anti-discriminatory and anti-oppressive practice. |  | **I** |
| A commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults. |  | **I / R** |
| Conscientious, honest and reliable. |  | **R** |
| Personal Circumstances | A Disclosure and Barring Services records check at enhanced level. |  | **CC** |
| \* Exempt from the Rehabilitation of Offenders Act, 1974. (All spent convictions to be declared.) |  | **\* A** |
| Physical requirements | No serious health problem which is likely to impact upon job performance (that is, one that cannot be accommodated by reasonable adjustments). |  | **I / R** |
| Good sickness/attendance record in current/previous employment, college or school as appropriate (not including absences resulting from disability). |  | **I / R** |
| Further Training | Desire and willingness to update and maintain skills | Evidence of further relevant training | **A / I** |
|  | Training after school | **A / I** |

Car mileage undertaken as part of duties will be reimbursed at casual user rates

Key:

A - Application Form (\* Indicates Key shortlisting criteria) I – Interview

R – References CC - Criminal Check

This specification has been prepared in accordance with the requirements of the Council's Equal Opportunities in Employment Policy.

We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Disabled applicants who meet the essential shortlisting criteria will be guaranteed an interview.

Date: Oct 2020