

SAFFRON VALLEY COLLEGIATE

ROLE PROFILE



JOB TITLE: **TEACHER**

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Job Title:	TEACHER
Department:	Children Families and Learning
Division:	SAFFRON VALLEY COLLEGIATE (SVC)
Grade:	Teaching Main Scale/Upper Pay Scale
Hours (per week):	Teachers' terms and conditions
Reports to:	Head of Provision
Role Purpose and Role Dimensions:	<ul style="list-style-type: none">▪ To be accountable for the attainment, progress and outcomes of pupils;▪ For teachers of secondary pupils: delivery of subject specialism(s);▪ To support the development of behaviour for learning;▪ Promoting the development of the literacy and numeracy skills of all pupils;▪ To implement and deliver appropriate differentiated and personalised learning programmes;▪ To contribute to raising standards of pupil attainment;▪ To enable pupil progression and transition to appropriate educational provision.
Commitment to Diversity:	To take individual and collective professional responsibility for championing the council's diversity agenda, proactively implementing initiatives which secure equality of access and outcomes. Commit to continual development of personal understanding of diversity.
Key External Contacts:	<ul style="list-style-type: none">▪ Parents/carers;▪ Local authority officers;▪ National advisory organisations within appropriate curriculum areas (including examination boards);▪ Relevant external agencies.
Key Internal Contacts:	<ul style="list-style-type: none">▪ Head of Provision;▪ Pupils;▪ PRU staff team;▪ SVC colleagues;▪ Management Committee.
Financial Dimensions:	Delegated subject budget
Other Considerations:	All staff are employed by the Saffron Valley Collegiate, and can be deployed at any location, necessary to meet the needs of the collegiate. Decisions will be made with due regard to the needs of the young people/service and the expertise and experience of the individual staff member.
Is a satisfactory disclosure and barring check required?	Enhanced DBS check

Key Accountabilities and Result Areas:

Promoting the development of academic achievement and progress

Key Elements:

This will involve:

- Setting high expectations which inspire, motivate and challenge pupils of all backgrounds, abilities and dispositions;
- Planning and teaching well-structured lessons;
- Adapting teaching to respond to the strengths and needs of all pupils, including those with special educational needs, pupils with English as an additional language, young people with disabilities and gifted and talented learners;
- Being accountable for the attainment, progress and outcomes of the pupils;
- Using relevant data to monitor progress, set targets, and plan subsequent lessons;
- Giving pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback;
- Demonstrating a critical understanding of developments in the subject and curriculum areas;
- Demonstrating an understanding of and taking responsibility for promoting high standards of literacy;
- Promoting the development of the numeracy skills of all pupils;
- Setting homework and planning other out-of-class activities to consolidate and extend the knowledge of all pupils;
- Contributing to and support the implementation of Individual Learning Plans and other individual action plans;
- Preparing pupils for external examinations and other assessments;
- Taking responsibility for improving teaching through appropriate professional development; responding to advice and feedback from colleagues.

Promoting the development of behaviour for learning

This will involve:

- Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the Collegiate's behaviour for learning policy;
- Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies; using praise, sanctions and rewards consistently and fairly;
- Managing classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintaining good relationships with pupils, exercising appropriate authority, and acting decisively when

necessary;

- Providing the necessary, personalised support conducive to promoting the well-being of each pupil.

Providing individual tuition (especially for teachers within the Springboard Service)

This will involve:

- Where necessary, providing individual tuition within a pupil's home, the Springboard base (Hazelglen), or at a public place, (e.g. library).

Supporting online learning

This will involve:

- Supporting pupils with online learning activities.
- Using the managed learning environment (MLE) as a vehicle for creating lesson resources, and learning plans, and communicating with staff and pupils.
- Monitoring the e-learning activities of identified pupils.
- Keeping an ongoing and up-to-date knowledge of e-learning resources within their subject area.

Additional responsibilities

This will involve:

- Attendance at staff meetings;
- Attendance at internal network meetings, as requested;
- Contributing to pupil review meetings by providing verbal and/or written reports;
- Ensuring effective communication with other staff members with regard to examination entries;
- Playing an active part in the implementation of the organisation's development plan, relative to own experience;
- Playing a full part in the development of the SVC; supporting its mission and ethos.

Additional expectations for post-threshold teachers

The framework of professional standards states that post-threshold teachers should:

- *Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.*
- *Promote collaboration and work effectively as a team member.*
- *Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.*

General

This will involve:

- Within the performance management process, identifying training needs, engaging in training activities and responding to actions suggested to improve performance.

Contributing to service development and improvement

Data Protection

- Being aware of responsibilities under the Data Protection Act 1998 for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply.
- Maintaining records and archive systems in accordance with procedures and policies as well as statutory requirements.

Health and Safety

- Being responsible for own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment and report defects and hazards to management. Managers should carry out, monitor and review risk assessments, providing robust induction and training packages for new and transferring staff, to ensure they receive relevant H&S training, including refresher training, report all accidents in a timely manner on council accident forms, ensure H&S is a standing item in team meetings, liaise with trade union safety representatives about local safety matters and induct and monitor any visiting contractors etc, as appropriate.

Duties and responsibilities of the post may change over time as requirements and circumstances change. The balance of tasks will be determined by the needs of the provision. The person in the post may also be required to carry out such other duties consistent with the grade from time to time.

Job profiles will be subject to regular review.

Person Specification

Job Title:

TEACHER

Essential qualifications, knowledge and experience:

- A DfE recognised teaching qualification and QTS/QTLS or working towards (within an agreed timeframe);
- Level 4 equivalent qualifications;
- Evidence of successful teaching within a mainstream school or alternative provision.
- An understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- A good understanding of the promotion of equality, diversity and inclusion in an education environment.

Essential knowledge

- A secure knowledge of the relevant subject(s) and curriculum areas;
- A secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;
- A clear understanding of how to adapt teaching to respond to the strengths and needs of all pupils to maximise progress and achievement;
- A working knowledge of methods to make accurate and productive use of assessment.

Essential personal qualities:

- Evidence of the ability to engage, inspire, motivate and challenge pupils;
- Evidence of the ability to manage behaviour effectively to ensure a good and safe learning environment;
- To consistently demonstrate the ability to relate well to children and adults, (including parents and carers), forming and maintaining appropriate professional relationships and boundaries;
- To be able to work constructively as part of a team, understanding roles and responsibilities and your own position within these, and work unsupervised, with a high level of initiative;
- To be able to work creatively and develop ideas in a collaborative and collegiate manner, as a performance driven team player;
- Demonstrate a commitment to improving own practice;
- Ability to demonstrate resilience and respond creatively to changing demands.

Specific requirements:

- All teachers will be subject to an enhanced DBS check;
- Teachers providing individual tuition, (especially those within the Springboard service), should hold a full, clean driving licence and/or have access to a means of transport for use during the working day, to enable travel between locations, with the minimum loss of time.
- All teachers will be prepared to work on any site within the SVC.