

Foundational Skills Teacher Job Description

Post:	Foundational Skills Teacher
Salary Grade:	M1 - UPR3
Responsible to:	Progress senior leader
Hours of Work:	Part-time (Hrs to be negotiated)

Core Purpose

To ensure pupils that you teach develop appropriate skills and knowledge that enable our pupils to make strong progress and attain appropriate qualifications. Forge positive relationships with pupils that support them in meeting age related expectations. Demonstrate consistently high levels of personal and professional conduct and uphold the school values and beliefs. Act, at all times, in the best interests of our pupils and ensure safeguarding is effective.

Specific responsibilities are detailed below that both support and build upon DfE Teacher Standards. Teachers are expected to meet all Teacher Standards and the exemplification of these at various career stage levels as detailed in the Whickham School Career Stage Expectations document.

Responsibilities

1. Safeguarding children and young people

- Effectively apply the Whickham School Child Protection policy and DfE statutory guidance outlined in the 'Keeping children safe in education' document.

2. Provide targeted interventions to support vulnerable learners in developing core literacy and numeracy skills

- Use diagnostic screening and reading tests to identify foundational insecurities in literacy, numeracy and communication.
- Run intensive, small-group or one-to-one tuition sessions focusing on reading fluency, core numeracy and basic communication skills.
- Adapt your teaching to meet the needs of all pupils through using appropriate techniques and resources to scaffold learning; understanding the individual needs of pupils you teach and taking these needs into account when planning; ensure that feedback is personalised to individual pupils.
- Apply disciplinary literacy strategies, teaching students how to read and write within the context of different subjects (e.g. sciences, humanities)

- Plan iterative, measurable steps to build pupils' long-term retention, confidence, and progress towards curriculum standards
- Use available data to track and evaluate progress of underachieving KS3 pupils and identify intervention groups to support achievement
- Evaluate the effectiveness of interventions as part of the assess - plan - do - review process

3. Working with colleagues and other relevant professionals

- Communicate your knowledge and understanding of SEND & vulnerable pupils to other school staff and education, health and social care professionals, so that informed decision-making can take place on intervention and provision
- Keep teachers and other professionals accurately informed of performance, progress or concerns you may have about the pupils they work with
- Collaborate with colleagues and other relevant professionals within and beyond the school

3. Whole-school organisation, strategy and development

- Make a positive contribution to the wider life and ethos of the school
- Support pupils with access arrangements by acting as invigilator, reader or scribe in internal and external examinations
- Attend relevant calendar parents evenings across the year to liaise with SEND families

4. Professional development

- Help keep your own knowledge and understanding relevant and up-to-date by reflecting on your own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take part in the school's appraisal procedures.

5. Personal and professional conduct

- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity
- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and the school's child protection policy
- Provide day-to-day safeguarding for pupils through meeting the Whickham school safeguarding policy

The postholder is also expected to undertake any other duty as specified by School Teachers Pay & Conditions Document not mentioned above. You will be expected to meet the professional standards of a teacher, as defined in the STPCD.

The postholder is also expected to carry out any reasonable request made by the Headteacher or line manager. No Job Description can be fully comprehensive and this is, therefore, subject to review and modification, as necessary.