

**Determination Respect Engagement Ambition Motivation Success**

**Trafford Alternative Education Provision**

**Job Description**

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| **Post Title** | Teacher |
| **Salary grade** | Teacher Main Scale (to include Upper Pay Scale)  Plus SEN Allowance |
| **Hours** | Full time 32.5 |
| **Location** | Trafford Alternative Education Provision |
| **Accountability** | Executive Headteacher and Management Committee |
| **Line Management** | SEND Teaching Assistants |

The post holder reports to the Executive Headteacher of Trafford Alternative Education Provision. The main contacts of the post are TAEP staff, students, parents/carers Headteachers, Principals, other mainstream/ special schools/academies, the TAEP Management Committee, senior officers within Trafford Council, representatives of other services and agencies, and other partners.

**Main Purpose of the Post**

This job description should be read in conjunction with the professional duties and teaching standards as set out in the School Teachers’ Pay and Conditions Document

**Core purpose**

* To deliver a timetable of KS3 and KS4 lessons
* To fulfil the role of a pastoral tutor in a key stage or year group as required.

**Key Responsibilities**

* To plan and deliver lessons to meet the needs of all pupils from KS3 to GCSE groups.
* To contribute to a whole school literacy programmes across the age range.
* To actively support and promote the schools vision and values as outlined in service statements and policies
* To raise standards of pupil attainment and achievement and to monitor and support pupil progress.
* To set clear targets based on prior attainment for pupils learning
* To feedback on pupils learning so that they are aware of how they can make progress
* To be accountable for the safety, wellbeing and development and progress of each pupil
* To produce curriculum information as required by a variety of stakeholders, including the Head, SLT, MLT, parents and others.
* To lead, organise and direct support staff within the classroom as appropriate.

**Monitoring, Evaluation and planning**

* To use the schools SIMS programme to be able to produce monitoring reports on pupil progress, effort and behaviour and intervention strategies within the classroom as required by Subject Leaders, MLT,SLT or other stakeholders.
* To contribute to subject meetings and share in the raising of attainment, monitoring and evaluation and strategic planning of the department.
* To monitor standards of uniform and behaviour in Form tutor time and in and around the school
* To attend Teaching and Learning /SEND/Pastoral meetings.
* To ensure the effective implementation of all TAEP policies regarding Child Protection, Equality and E-safety.

**Assessment**

* To contribute to subject analysis of individuals and groups at both KS3 & KS4
* To contribute towards assessment procedures and student tracking systems that support learning.

**Student Management**

* To share with all members of the school staff the responsibility for high standards of behaviour throughout the school
* To ensure the curriculum meets the needs of individual pupils and challenges the most able as well as those with specific difficulties
* To take account of the curriculum organisation that allows for setting, mixed ability and differentiated work or groups in order to encompass the needs of the most able and the least able
* To implement the Behaviour Policy at all times
* To fulfil the role of a Form tutor

**Additional responsibilities**

* To undertake general school duties according to the rota at the start and end of the school day
* To contribute towards tutor time activities and the pastoral curriculum
* To contribute towards constructive team building amongst teachers, support staff and the wider school community

**Public Examinations**

To participate in arrangements for preparing pupils for public examinations, and assessing pupils for the purposes of such examinations recording and reporting such assessments, and participating in arrangements for pupils' presentation for and supervision during such examinations.

**Appraisal**

To participate in arrangements for the appraisal of your own performance.

**Further Training and Professional Development**

* To periodically review your methods of teaching and programmes of work.
* To participate in arrangements for further training and professional development including those aimed at meeting the need identified in performance objectives or in performance statements.
* To participate in the induction training programme arranged for your benefit.

**Curriculum Development**

To advise and co-operate with the Headteacher teacher and other teachers on the preparation and development of courses of study, teaching materials, teaching schemes, methods of teaching and assessment and pastoral arrangements.

**Discipline, health and safety**

To maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.

**Staff Meetings**

To participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

**Communication**

To communicate and consult with the parents/ carers of pupils, schools or outside agencies.

To communicate and co-operate with persons or bodies outside the school and participate in meetings arranged for any of the purposes described above.

**Management and Administration**

To take such part as may be required of you in the review, development, and management of activities relating to the curriculum, organisation, and pastoral functions of the school.

**Safeguarding**

The post holder must be aware of child protection issues and the need for confidentiality and to identify to the named child protection colleague in school, concerns in respect of individual children.

**General Professional Duties**

Maintain good order and discipline and safeguard their health and safety among students both within the classroom, school premises and when they are engaged in authorises school activities elsewhere.

To work in accordance with the guidelines set down in the school Health and safety policy and specific faculty areas.

To promote Trafford Alternative Provision’s values and ethos.

To work actively to create and promote an engaging learning environment for all students at Trafford’s Alternative Provision.

Carry out other specific duties as directed by the Headteacher.

Directed time as and when advised by the Executive Headteacher.

**School Culture and Behaviour**

Create a culture where students experience a positive and enriching school life uphold educational standards to prepare students from all backgrounds for their next phase of education and life and ensure a culture of staff professionalism

**Stakeholders**

* To actively promote and maintain positive relationships with parents and other schools to raise the profile of the TAEP in the local community.
* To assist the Executive Headteacher in developing and maintaining the values-based ethos of the school and to nurture relationships between management committee member's leadership, staff, parents, students, and outside agencies.
* Communication and partnership work with colleagues from the Local Authority, mainstream schools, special schools, and academies with colleagues in CAMHS and Children's Services
* Liaise closely with other agencies, in respect of their views and their needs
* Promote and develop close multi-agency work, in line with safeguarding guidance

**Maintaining Professional Competencies**

* To operate within agreed legal, ethical and professional boundaries when working with children and those involved with them.
* Ensure own professional competence remains sufficient to provide effective support by seeking support for your practice and development.
* To attend training and professional development sessions.
* Support for Trafford Alternative Education Provision
* Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
* Be aware of, and support differences, ensuring all pupils have equal access to opportunities to learn and develop.
* Contribute to the overall ethos/work/aims of the school
* Appreciate and support the role of other professionals.
* Attend and participate in relevant meetings as required
* Participate in training and other learning activities and performance development as required.

**Training and Development**

To identify training and development needs with your manager, taking an active part in your Personal Development and Review Plan. To access development opportunities as they arise and share learning with others and where appropriate, actively encourage a learning environment and development within others.

**Multi-agency Working**

Trafford for Children and Young People. This requires multi-agency working with partner organisations in order to deliver a more integrated service. As a result of this, the nature of individual jobs may change. Existing duties may be lost and other duties gained without changing the level of responsibility entailed. Post-holders will be consulted at the appropriate time should changes to an individual's post be necessary.

**Health and Safety**

To operate safely within the workplace with regard to the Council’s health and safety policies, procedures and safe working practices. To be responsible for your own Health and Safety and that of other employees.

**Policy**

To work at all times within the established policies and practices of the Council, within the framework established by the Council Constitution and associated guidance.

**Equalities & Diversity**

To work within the Council’s Equalities and Diversity Policy, embracing through personal example, open commitment and clear action that diversity is positively valued, resulting in access for all by ensuring fair treatment in employment, service delivery and external communications.

**Customer Care**

To continually review, develop and improve systems, processes, and services in support of the Council's pursuit of excellence in service delivery. To recognise the value of its people as a resource.

**Confidentiality**

To adhere to Trafford Alternative Education Provision’s policies and procedures on confidentiality and the management and sharing of information.

Trafford Alternative Education Provision is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This job description is current at the date shown, but in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the grade and job title, it may also be subject to amendment by government legislation.

Where the post holder is disabled, every effort will be made to supply all necessary aids, adaptations, or equipment to allow them to carry out all duties of the job. If however, a certain task proves to be unachievable, job redesign will be given full consideration.



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**Person Specification**

**Teacher**

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| **Essential** | **Desirable** | | **Evidenced by** |
| Qualifications |  |  |  |
| ECT  NQT | Evidence of:  High academic achievement  Evidence of ongoing professional development | | Application  Certificates |
| Honours degree or equivalent | Application  Certificates |
| Successful DBS, disqualification by association check, and safeguarding clearance. |  | | DBS clearance |
| Experience |  |  |  |
| Proven record of exemplary teaching which has ensured good/outstanding progress for pupils across the full ability range | Evidence of:  Experience of teaching with excellent classroom practice and outcome | | Application/Interview |
| The ability and willingness to teach outside of specialist subject area. | Application/Interview |
| Secure knowledge and understanding of all curriculum requirements, new accountability frameworks, and the national agenda about the curriculum and assessment at all key stages | Application/Interview |
| Knowledge and Skills | |  | |
| Excellent literacy, numeracy, and IT skills including using MIS, Microsoft packages, and Google Drive software within a school | A creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified  Having an extensive knowledge and well informed understanding of a range of learning, teaching and behaviour management strategies | | Application/Interview |
| Excellent personal organisational skills and the ability to prioritise workload and work to specific deadlines | Application/Interview |
| Personal commitment to continuous self-development and full participation in an organisational learning culture. | Application/Interview |
| Strong interpersonal skills | Interview |
| A clear understanding of equality issues and barriers in relation to enabling access to the curriculum and raising the achievement for all pupils | Application/Interview |
| School Ethos | |  | |
| A commitment to the school’s vision and values |  | | Application/Interview |
| High expectations for all pupils and the ability to inspire, challenge, motivate and empower others | Application/Interview |
| A ‘can do attitude’ and an ability to solve issues as and when they arise | Application/Interview |
| Adaptable to working within a team | Application/Interview |
| A calm demeanour and the ability to work well under pressure | Application/Interview |
| A commitment to the protection and safeguarding of children and young people | Application/Interview |
| Ongoing commitment to inclusive education practices and equality of opportunity. | Application/Interview |
| General/Personal Qualities and Characteristics | | | |  |
| A passionate champion of improving outcomes for children and young people, and a positive attitude and personal commitment to young people’s development and achievement | . | | Application/Interview/References |
| Ability to support and help develop a vision for high-quality education that promotes spiritual, moral, and cultural development | Application/Interview/References |
| Ability to ensure that the school’s atmosphere is welcoming and that parents are encouraged to take an active part in the life of the school and their child’s education | Application/Interview/References |
| Self-motivation and personal drive to complete tasks to required timescales and quality standards. | Application/Interview/References |
| Strong commitment to and passion for improving learning for students | Application/Interview/References |
| Creativity, imagination, and vision | Application/Interview/References |
| Integrity and discretion. | Application/Interview/References |
| A strong and supportive team player | Application/Interview/References |
| Tact and diplomacy in establishing credible relationships with all staff working with  PRU pupils and with service users. |  | | Application/Interview |