



FOREST MOOR SCHOOL

JOB DESCRIPTION

POST

KS3 TEACHER

GRADE:	Main Scale / Upper Pay Scale + SEN Allowance
RESPONSIBLE TO	Head teacher
RESPONSIBLE FOR:	Overseeing support staff working in the classroom environment supporting the learning process.
SUBJECT AREA	General Key Stage 2/3 Subjects

JOB PURPOSE

- To deliver high quality teaching across the curriculum in KS3
- To teach pupils across the relevant age and ability range of the school
- To ensure the highest possible standards of pupil achievement, personal development and well-being.
- To monitor and evaluate pupil progress

TEACHERS' STANDARDS

Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected for pupils

Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship

- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systemic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies

Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil's education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use them and evaluate distinctive teaching approaches to engage and support them

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to feedback

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well being

Personal And Professional Conduct

- **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:**
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others

- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- **Teachers must have proper and professional regard for ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality**
- **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities**

ACCOUNTABILITIES / MAIN RESPONSIBILITIES

Planning, Teaching and Class Management

- Teach allocated pupils by planning teaching which achieves progression of learning through:
 - identifying clear teaching objectives and specifying how they will be taught and assessed
 - setting tasks which challenge pupils and ensure high levels of interest
 - setting appropriate and demanding expectations
 - setting clear targets, building on prior attainment
 - identifying SEN or very able pupils
 - providing clear structures for lessons maintaining pace, motivation and challenge
 - making effective use of assessment and ensure coverage of programmes of study
 - ensuring effective teaching and best use of available time
- monitoring and intervene to ensure sound learning and discipline
- using a variety of teaching methods to:
 - Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - Use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
- Select appropriate learning resources and develop study skills through library, ICT and other sources
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- evaluating their own teaching critically to improve effectiveness

Monitoring, Assessment, Reporting and Recording

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- mark and monitor pupils' work and set targets for progress
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- prepare and present informative reports to parents

Curriculum

- Teach subjects across the KS2/3 curriculum to a high standard
- Work as part of a team developing and delivering a holistic curriculum model

Care, Guidance and Support

- To take key responsibility for one class, to include:-
 - delivering tutor sessions
 - maintaining up to date information in inclusion passports
 - understanding of and planning to meet the objectives of pupils' statements of Special Educational Needs/Education, Health and Care Plans
 - developing and implementing individual provision maps
 - overseeing the delivery of specific interventions to address pupils' gaps in learning
 - contributing to pupils' crisis management plans and risk assessments
 - overseeing key workers for pupils in the class
 - attending SEN reviews/multi agency meetings
 - providing ongoing information to parents on pupils' progress and targets through newsletters, e-mails, parents evenings as required
 - providing an annual written report on pupils in the class, gathering information from colleagues as appropriate.

To secure the effective engagement of range of agencies to support the development and inclusion of children and young people

- To make a positive contribution towards the development of relationships with a wide range of agencies and ensure that excellent communication and information sharing practice deliver the best possible outcomes for children and young people known to the school, to include:-
 - Mainstream secondary schools
 - Collaboratives
 - Enhanced mainstream Schools
 - Pupil referral Services and other Alternative Provision
 - Colleges
 - Work related learning
 - Careers, Information Advice and Guidance
 - Prevention workers
 - Family intervention teams
 - Children's homes
 - Health, including CAMHS

Behaviour and safety

- Comply with, promote and implement North Yorkshire Safeguarding Children Board and Local Authority procedures and guidance on Child Protection and Safeguarding Children and Young People
- Ensure that the safeguarding of children is paramount and fulfil a duty of care to children and young people
- Ensure that school safeguarding policy is adhered to and implemented
- Ensure that school behaviour management policy is adhered to and implemented
- Ensure that all learning activities have been appropriately assessed for risk

Learning Environment

- Maintain a classroom environment which is conducive to and supports outstanding learning to include:-
 - Providing learning resources and displays which are well organised, tidy and accessible by pupils and which support independent learning
 - Providing learning resources and displays which support different learning styles and individual pupil needs
 - Regularly updating displays to celebrate recent pupil achievements and work, and on-going units of work
 - Giving pupils responsibilities for keeping areas tidy

Performance Management

- To achieve any performance criteria or targets related to the management post arising from the School's Performance Management arrangements.

Continuing Professional Development

- To participate fully in weekly staff meetings and school training days
- To lead staff meetings/staff development in the specialist area
- To keep up to date with curriculum developments in the specialist area and explore CPD opportunities

Working time

- A full-time teacher will be available for work for 195 days/ 1265 hours per year
- As detailed in School Teachers Pay & Conditions, teachers will work such additional hours as may be needed to enable them to discharge effectively their professional duties, including, in particular, the marking of pupils' work, the writing of reports on pupils and the preparation of lessons, teaching materials and teaching programmes.

Sharing Information

- Contribute effectively to school systems which ensure that all staff and agencies are able to share key information to deliver better outcomes for CYP
- To develop systems which enable pupils to express their views
- To develop systems which enable parents/carers to express their views
- Provide accurate and timely information and reports when required
- Provide objective accurate feedback and reports as required on pupil development, progress and attainment, supported with relevant evidence
- Facilitate and lead meetings with staff, external agencies and parents, regarding pupils
- Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality

Communication

- Establish rapport and respectful, trusting relationships and communicate effectively with children, young people, their families and carers
- Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies

Support transition

- Support children and families through major life-changing events
- Facilitate sessions to equip children at key transitional stages with the skills needed to progress with confidence
- Liaise with other professionals involved at key transitional stages.

Data Protection

- Comply with the County Council's policies and supporting documentation in relation to Information Governance to includes Data Protection, Information Security and Confidentiality

Health & Safety

- Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure
- Work with colleagues and others to maintain health, safety and welfare within the working environment

Equalities

- Promote inclusion and acceptance of all pupils
- Ensure services are delivered in accordance with the aims of the equality Policy Statement
- Develop young people's and family's understanding of equality issues

Flexibility

- North Yorkshire County Council provides front line services, which recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with County Council Policies and Procedures.

Customer Service

- The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.
- The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

To fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.

To complete any other task as deemed reasonable directed by the Head Teacher.

This job description will be reviewed as required

PERSON SPECIFICATION

KS2/3 Teacher

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Qualifications</p> <ul style="list-style-type: none"> Graduate with qualified teacher status 	<ul style="list-style-type: none"> Degree/Post Grad Diploma/Masters qualification in SEN. Midas trained or willingness to complete Midas test Desire to pursue training and development in leadership and management First aid training
<p>Knowledge</p> <ul style="list-style-type: none"> To deliver the principles and practices of effective teaching and learning Knowledge of National Curriculum for Key Stage 2/3 Ability to implement literacy, numeracy and SMSC across the curriculum Subject knowledge to be able to deliver core subjects across KS2/3 Effective use of ICT to support learning Awareness & understanding of current issues and trends in education of SEN students and knowledge of the Special Educational Needs Code of Practice Knowledge of Statutory curriculum and assessment requirements Professional teaching standards Understanding of individual children and young people's needs and knowledge of best inclusive practice Knowledge of Child Protection legislation Knowledge of Health & Safety legislation Ability to organise and supervise the work of students so as to ensure that they make good progress. Ability to undertake extra-curricular activities and to support those undertaken by colleagues 	<ul style="list-style-type: none"> Knowledge of National Curriculum in Key Stage 2 Other areas of subject expertise Ability to develop and lead assessment and moderation procedures across the age and ability range of KS2/3 Knowledge of Education legislation relating to children and families, school admissions and exclusions, alternative provision, work related learning Ability to create a vision of effective teaching and learning in the subjects for pupils with complex learning difficulties Understanding the role of the governing body in school leadership

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Experience</p> <ul style="list-style-type: none"> • An excellent classroom practitioner with experience in KS2 or KS3 • Experience of successfully teaching children with challenging behaviour • Experience of working with vulnerable children including those who have experienced difficulties related to mental health and substance misuse • Evidence of appropriate continuous professional development to improve delivery for effective teaching and learning. 	<ul style="list-style-type: none"> • Experience of teaching in more than 1 key stage • Experience of teaching pupils with SEN or complex needs. • Experience in both mainstream and special school settings • Collaborative working and networking with others within and beyond the school • Partnership working to secure the commitment of the wider community • Successful deployment /direction of support staff within learning
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Ability to investigate, solve problems and make decisions • Able to use own initiative and motivate others • Demonstrable ICT skills and ability to use them as part of the learning process • Good Interpersonal, written and verbal communication skills: able to communicate effectively orally and in writing to a range of audiences • Able to build good relationships with all staff, children, young people, families and carers • Recording, report writing and presentation skills • Good time management skills • Decision making skills. Ability to investigate, solve problems and make decisions • Self-management; ability to plan time effectively and prioritise • Ability to manage the learning environment so that it is conducive to effective teaching. 	

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Share in and contribute to school delivering on its vision, values and aims • Positive motivation for working with children, young people and their families and a commitment to inclusive practice • Ability to inspire pupils and staff • Good interpersonal skills and ability to work successfully in a team • Able to exercise discretion and judgement • Confidentiality & Flexibility • Ability to form and maintain appropriate professional relationships and personal boundaries with children and young people and their families • Commitment to safeguarding and promoting the welfare of children and young people • Calm and measured approach to dealing with conflict and emotional resilience in working with challenging behaviours and attitudes appropriate use of personal authority • Display commitment to and awareness of personal responsibility for the safeguarding and welfare of students. • Respects and values diversity and the views and needs of students. • Awareness and willingness to lead initiatives with the wider school community 	<ul style="list-style-type: none"> • Creativity • Willing to undertake extra-curricular activities beyond those required by the post and to support those undertaken by colleagues • Awareness of and willingness to work with wider school community
<p>Other Requirements</p> <ul style="list-style-type: none"> • Enhanced DBS clearance • To be committed to the school's policies and ethos • Ability to travel for work purposes • Flexible approach to working shift patterns when required • An empathy for equality & diversity • Willingness to teach across all subjects • Willingness to teach across the full age range (9-16) 	<ul style="list-style-type: none"> • Willingness to lead or take part in residential activities