CHILTERN WAY ACADEMY TEACHER

JOB DESCRIPTION

SALARY: As per teachers’ pay and conditions

**RESPONSIBILITIES:**

**1. GENERAL**

1. To undertake any duties of an appropriate nature as may be reasonably required by the Head teacher or by the Authority and Head teacher of the school to which he/she may be directed to work as a teacher.
2. To participate in any arrangements within an agreed national framework for the appraisal of his/her own performance and that of other teachers.
3. To maintain both the health and safety of self, colleagues and critically of all students including good order and discipline: to do so within the school’s policies and guidelines.
4. To be familiar with and follow all the school’s policies and guidelines on all areas and aspects of school life.
5. To play a full part in the cycle of school and self-evaluation, planning monitoring and the delivery of school improvement.
6. To maintain a classroom or rooms to the highest standard: supporting the comfort, safety, self-esteem and learning of the students.

**2. TEACHING**

1. To undertake class teaching and all associated preparatory, assessment, recording and reporting work, in a subject specialism and/or other curriculum areas.
2. To demonstrate skills in, and understanding of, a variety of teaching and learning strategies.
3. To lead and/or substantially contribute to the planning and delivery of any necessary policy documents and schemes of work for those subjects.
4. To impart knowledge skills and understanding to each pupil following planned schemes of work that deliver the National Curriculum both within and if appropriate outside the prescribed Key Stages and programmes of study for each subject delivered.
5. To impart knowledge skills and understanding to each pupil following modified and individualised schemes of work that deliver the National Curriculum both within and if appropriate outside the prescribed Key Stages and programmes of study for each subject delivered.
6. To regularly review the methods of teaching and programmes of work.
7. To actively and demonstrably support and promote literacy, numeracy, ICT, careers and Key Skills via their curriculum areas.
8. To actively and demonstrably support and promote the personal, social and moral development of the students via their curriculum areas.
9. To keep abreast with current thinking and development by attendance at appropriate courses, reading and other means of professional updating and training.
10. To participate in meetings at the school which relate to the curriculum or the organisation and administration of the school.

**3. PASTORAL CARE**

1. To be responsible and an advocate for a group.
2. To know well and to be actively responsible for each individual pupil within the group sharing their successes and challenges.
3. To intervene and provide support in promoting the general progress academically, socially and personally of all pupils within the group and to encourage them to take as full and active a part in the wider life of the school as possible.
4. To liaise with colleagues, parents, educational support services and other agencies as appropriate.
5. To lead or contribute significantly to any pertinent or necessary recording, reporting or assessment.

Chiltern Way Academy **is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**Signed Job Holder ……………………………………………………**

**Signed Line Manager …………………………………………………**

**Date…………………………………………**

Appendix A – BESD SEN teacher Characteristics

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| **SEN band A** |
| Core | Developing | Established |
| * Leading lessons for multiple BESD students
* implements the schools behaviour policy
* challenges poor behaviour
* **Systematically record all the behaviours presented within your immediate environment**
* Sets high expectations
* Receiving coaching and support to manage behaviour
* Uses walkie-talkie to call walkabout as laid down in guidance
* Focus on terminology (describe obvious reality) and intonation of speech
* Teacher observing when a pupil is becoming agitated / frustrated – seeking support when necessary
* Teacher seeks support to implement plans to differentiate work due to behaviour in class
* **Build relationships with pupils and the family unit**
 | * Calls for support from walkabout when they recognise they cannot manage the situation
* Directs support staff to appropriate students
* Has a consistent approach to sanctions and rewards in place in lessons
* Supports on trips and visit managing small groups of students
* Monitors an activity during break and lunchtimes
* Aware and can change terminologies and intonation of speech
* Teacher distinguishes between a pupil becoming agitated and a pupil who is frustrated with the work set
* Teacher implements plans to differentiate work due to behaviour in class
 | * Proactively calls for support when required
* Seeks out colleagues to provide coaching support to improve practice
* Seeks out colleagues sharing good practice on differentiation, consistent awarding of points, consistent approach to sanctions and rewards, showing examples of when this has been given and demonstrated
* Manages classroom behaviour – de-escalating pupils – re-engaging in task / activity
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| **SEN band B** |
| Core  | Established  |
| * Established and consistent BESD practitioner as demonstrated by characteristics in band A
* Has a developed set of BESD resources and differentiation techniques to help support students learning which they share with others
* Leads and manages whole keystage activities e.g. Lunch, break, dispersal or assemblies
* Organises, leads and manages trips for significant (5+) groups of BESD students dealing with staffing, behavioural incidents and evaluating risk assessments for future trips.
* Can adjust others and give direction on how to use terminologies and intonation of speech when teaching in the classroom
* Provides additional buddy support for other staff giving advice on managing students
 | * Able to work through a behavioural incident with another member of staff to help them identify next steps or future interventions
* Coaches other staff through lesson observations providing developmental support for new and less experienced staff to support their development of BM skills
* Delivery of training across whole departments or groups of staff e.g. new starters
* Works with departments or groups to identify strengths and weaknesses and suggests ways to improve
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| **SEN band C** |
| Core  | Established  |
| * Established and consistent BESD practitioner that meets all the characteristics in band b
* Leads the delivery of individual, departmental and whole school training on behaviour management, differentiation or BESD teaching skills
 | * Identifies strengths and weaknesses in other teams and departments and engages in a training and coaching session to improve behaviour across the whole team
* Coaches others to train and develop other behaviour managers to achieve a consistent approach
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| **SEN band D** |
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| Is completing all points in SEN band C established and has also completed specialist training in an SEN area e.g. Dyslexia, Dyspraxia and speech and Language, ADHD, ASD or post graduate training and is using this training to develop the practice of others across the whole school |