

# THE CHILDREN'S HOSPITAL SCHOOL



## GOSH/UCH Job Description Post Threshold Teacher (UPS 1)

### Part 1: Recruitment

This section sets out the core requirements of the post.

The appointment of a Post Threshold Teacher is subject to the current conditions of employment for teachers contained in:

- the School Teachers' Pay and Conditions Document (STCPD);
- the School Standards and Framework Act 1998;
- the required Standards for Qualified Teacher status;
- other current legislation.

This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the performance management process.

This job description is linked to:

- Ofsted's Self-Evaluation form (in the headings);
- The School Development Plan;
- The Performance Management Policy;
- The Pay policy;
- The CPD policy;
- The Professional Standards for Teachers 2012(Core 1-8).

### General description of the post

The holder of this post is expected to carry out the professional duties of a Post Threshold teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. The post-holder is required to fully support the vision, ethos and policies of the school.

The post-holder is expected to meet and sustain all the Professional Standards for Teachers.

### Values and behaviour

Teachers make the education of their pupils their first concern, and are accountable

for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; **have strong subject knowledge**, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### **School Improvement Plan Priorities**

To provide an enriching and enjoyable experience for all pupils, which ensures normality through education, and helps to prevent anxiety about schoolwork.

Where appropriate, to provide continuity of education within the framework of the National Curriculum.

To ensure education is part of the overall treatment of the children and the School and Centre are an essential component of the hospital's facilities.

### **Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

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 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 the 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.

### **Relationships**

The post-holder is accountable to their line manager in all matters.

Appraisal, pay, CPD and career development are linked processes in this school. Appraisal is a continuous process that generates the evidence a teacher will need for pay determination, CPD and career advancement. All staff are expected to present a

summary of their CPD and its impact on learning within the hospital school at their annual performance review meeting.

### **Duties**

- Making a significant contribution to raising standards across the school.
- Consistently demonstrating high expectations for every child.
- Uses own practice as an example of good teaching.
- Ensuring continuity and progression by supporting colleagues in choosing the appropriate teaching and teaching methods
- Setting clear, relevant learning objectives through our agreed approach to teaching, developed in line with the School Improvement Plan.
- Collecting, analysing and reporting on pupils' views of their subject area.
- Evaluating their own teaching critically to improve effectiveness.
- Enabling all teachers to achieve expertise in planning and teaching through leading by example,
- support and lead high quality professional development opportunities.
- Ensuring that the Headteacher, and SLT are routinely well informed about teaching plans, priorities and pupil progress toward their agreed targets.
- Taking responsibility for drafting appraisal objectives and ensuring agreed evidence is available for review against agreed criteria.
- Managing parents and other adults in the schoolroom/ward.
- Building team commitment with colleagues through collaborative planning.
- Helping colleagues to create a stimulating learning environment for teaching and learning.
- Collecting, analysing and reporting on pupils' views of their learning.
- Using the community as a teaching and learning resource.
- Liaising effectively with parents and governors.

## **Part 2: Performance Criteria/ Post Threshold UPS3 Expectations**

**This section relates directly to the relevant teacher standards (2012) and Ofsted priorities and sets out the criteria by which a teacher's performance will be assessed through the performance management process.**

### **Standards and Achievement**

- Demonstrates that, as a result of their teaching, their pupils achieve well relative to the pupils' prior and expected attainment
- Demonstrates consistent and effective use of information about prior attainment to gain, set and communicate well grounded and challenging expectations for pupils
- Provides targeted and positive support for pupils who have particular needs; liaising with PLO & Hospital staff regarding handover of significant information
- Uses full range of assessment information to set challenging targets for learning
- Routinely assesses rates of pupil progress and incorporates the information into on-going planning.
- Sets consistently high expectations for pupils in their class and homework; encourages pupils to take a responsible and conscientious attitude to their own learning
- Has 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 and evaluate distinctive teaching approaches to engage and support them.

### **Quality of Provision**

- Demonstrates expertise in the primary curriculum/subject specialism as a secondary teacher and routinely supports colleagues in teaching the subject
- Demonstrates knowledge and understanding and take an account of wider curriculum developments, which are relevant to their work.
- Demonstrates consistent and effective planning of lessons and sequences of lessons to meet pupils' learning needs
- Understands pupils' perceptions and misconceptions from their questions and responses; can model range of appropriate strategies to address this in their teaching
- Demonstrates 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 systematic synthetic phonics
- If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies
- Understands and can demonstrate the potential of ICT in their teaching
- Prepares lessons with clear objectives to ensure successful learning by all pupils

- Uses questioning and explanation skilfully to secure maximum progress
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).

### **Behaviour & Safety**

- Ensures, through their teaching, that pupils exhibit consistently high standards of discipline and behaviour
- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Manages classes effectively, using approaches which are appropriate to pupil's needs in order to involve and motivate them.

### **Leadership and Management**

- Demonstrate an active contribution to the policies and aspirations of the school
- Demonstrates responsibility for their professional development including curriculum innovations and use the outcomes to improve teaching and pupil's learning.  
*e.g. Power of Reading/Philosophy for Children/iPads for learning/visual literacy*
- Shows a consistent track record of parental involvement and satisfaction
- Coaches and mentors, NQTs and teachers in their early years of teaching or new to a hospital setting to help them become more effective in their teaching e.g. *supporting KS3 teachers who may be working with KS1 pupils on ward or visa versa!*
- Works alongside other other teachers to evaluate the impact of their teaching on raising pupils' achievements *e.g. moderation of planning/work samples*
- Leads through their day to day practice, outstanding quality of teaching for a team of teachers
- Helps others to operate collaboratively and perform effectively in the team.

HEADTEACHER		UPS1 POST THRESHOLD TEACHER	
	DATE		DATE