**Appendix 1**

**Job Description**

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| **Job** | Teacher |
| **Purpose** | To provide a caring and nurturing environment in which young people with a range of learning disabilities, special educational needs and associated challenging behaviour feel valued and respected.  To be an effective professional, who demonstrates thorough and up to date curriculum knowledge, can teach and assess effectively, take responsibility for their professional development and enable students to achieve well in all areas of development. |
| **Reporting to** | Headteacher |

**MAIN DUTIES**

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| **Planning** | To plan and prepare each lesson to ensure that each student’s academic and social needs are met (personalised learning), including the effective deployment of assisting teachers/staff so as to ensure that each student receives excellent education, recording plans according to the School’s Lesson Planning policy. |
| **Teaching** | To teach and support a range of subjects across the curriculum according to the needs of the school.  To teach according to each student’s educational needs to ensure that each student achieves their full emotional, social and educational potential.  To assist each student to find ways to alleviate the effects of any physical, emotional or educational difficulties that they may face.  To assist each student to discover their individual talents and potential and how these can be used creatively.  To assist with the preparation of each student for adulthood, and also for further education and independent life as far as their individual potential and special needs allow.  To facilitate and encourage each student to attain both internal and, where possible, external accreditation, for example: AS Level, GCSE, Entry level and Unit Awards whenever practicable.  To contain challenging behaviour by offering clear guidelines and boundaries to each student, but without creating an “institutionalised” environment. |
| **Subject**  **Co-ordination** | To co-ordinate one subject area if allocated:   * Manage curriculum area resources, including storage, cataloguing, accessibility and up to date information. * Manage and develop action plans for relevant curriculum focus areas. * Maintain and manage subject co-ordination folder ensuring it contains essential items. * Review and produce/update Schemes of Work * Contribute to the production of policy and procedures as appropriate * To use relevant NC and P level descriptors * Monitor standards of teaching and learning in curriculum area, identify effective practice and areas for improvement. Implement strategies to raise standards as appropriate. * Keep up to date with national trends/initiatives relevant to curriculum area. * Keep the School Curriculum Coordinator informed through presentation/reports and discussions. * Have good knowledge of relevant NC programmes of study/QCA guidelines/accreditation requirements. * Analyse and evaluate levels of achievement and liaise with the Headteacher/SENCO patterns and trends. * Complete necessary administration re external accreditation |
| **School Development** | To actively contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.  To work co-operatively with the other departments within the School for the benefit of the students.  To safeguard and promote the reputation of the School. |
| **Assessment, monitoring and giving feedback** | To effectively assess, report and record the personal, educational and social needs, development, progress and attainment of each student in accordance with the School’s Assessment Policy.  To provide parents/carers, placing authorities and colleagues with timely and accurate reports and feedback regarding each learner’s progress. These reports to include Annual Review Reports for the review of Statement of Special Educational Needs.  To use an ‘assessment for learning approach’ as part of day to day teaching practice in order to diagnose each learner’s needs, set realistic and challenging targets for improvement and plan for future learning.  To promote each learner’s ability to reflect on their learning and to identify the progress they have made and to set future positive targets for improvement. This will include on-going positive feedback (both written and verbal), setting individual learning objectives and IEP targets. |
| **External Assessment** | To participate in preparing students for public examinations, to assess students for the examination, to record and report such examinations and to participate in the students’ presentation for and supervision at those exams. |
| **Communication** | To liaise with the carers and key workers of each student on his or her progress, both educationally and socially.  To communicate and cooperate with relevant external professionals and agencies. |
| **Administration** | In administration matters, to participate in the ordering and allocating of equipment and resources for their designated subject area(s) and to manage and supervise persons providing support for the teachers in the school when required. |
| **Pastoral** | To safeguard and promote the welfare of children and young people.  To follow and promote the Every Child Matters agenda.  To provide a nurturing and caring environment in class groups with the purpose of meeting the physical, emotional and spiritual needs of each student.  To effectively promote the emotional progress and wellbeing of each student.  To provide guidance and advice on educational and social matters.  To conduct themselves in an appropriate professional manner at all times and to safeguard and promote the reputation of the School.  To actively participate in meetings with staff, parents or interested third parties during and outside of normal school hours.  To lead or assist after school clubs.  To actively participate in school functions, open days and other important events.  To be willing to assist with the organisation of and to accompany school trips, educational visits and activities, which may include occasional overnight stays (during term time).  To take all reasonable steps to safeguard personal health and safety and that of the School’s students, staff and visitors.  To provide occasional support in housegroups when needed. |
| **Professional** | To comply and adhere to the Professional Standards for Teachers at the appropriate level (NQT, Core of Post Threshold) and maintain professional membership of the GTC (if eligible to do so) or any equivalent body.  To maintain order and discipline among the students as befits a member of the teaching profession and safeguard the health and safety of the students engaged in authorised school activities both on and off school premises.  To ensure their continuing personal and professional learning and development relevant to the role to ensure that they have the requisite knowledge, experience and resource to deliver excellent education.  To achieve and maintain full accreditation in the CALM (Crisis and Aggression Limitation Management) method of managing and supporting behaviour. |
| **Post Threshold** | *Point 6 of the Cotswold Chine PRP Scale*  To meet the QTS, Core and Post Threshold standards for Teachers.  To undertake specific responsibilities by negotiation with the Headteacher.  *Point 7 of the Cotswold Chine PRP Scale*  To meet the QTS, Core and Post Threshold standards for Teachers.  To undertake specific responsibilities by negotiation with the Headteacher.  To support other staff within the School, to develop good practice and staff development opportunities.  *Point 8 of the Cotswold Chine PRP Scale*  To meet the QTS, Core and Post Threshold standards for Teachers.  To undertake specific responsibilities by negotiation with the Headteacher.  To support other staff within the School, to develop good practice and staff development opportunities.  To take a lead role in the development of whole school educational policy and procedures. |
| **Excellent Teacher Status** | To meet the QTS, Core, Post Threshold and Excellent Teacher Standards.  To teach consistently to an outstanding level and demonstrate teaching skills that lead to excellent results and outcomes.  To take responsibility for a key area related to the curriculum, teaching and assessment within the school.  To actively support the Headteacher in the day to day running of the school as required.  To take a leading role in advising and developing other members of the teaching staff so that they are able to implement effective strategies to meet the needs of the students at the school.  To make a substantial contribution to whole school initiatives and responsibilities.  To assist in preparing for assessments/monitoring of the school by external bodies.  To participate in educational development meetings. |

This job description is not exhaustive. The post holder may be required to undertake such other duties as may reasonably be required and may, on occasion be required to work outside of normal working hours. This Job Description does not form part of the post holder’s contract of employment and will be reviewed on a regular basis and, where appropriate, varied to ensure that the post holder’s responsibilities and duties meet the requirements of the school.

I accept and understand the duties and responsibilities contained in this Job Description.

Signed…………………………………………….. Dated………………………………………..