



JOB DESCRIPTION TEACHER

Main Purpose of the Job

To teach pupils in any class or group assigned by the Headteacher

Main Duties & Responsibilities

These main duties and responsibilities should be read in conjunction with the '**School Teacher Pay and Conditions Document - 2017**' and **Teachers Standards**, which they intended to complement and cannot replace.

- Teaching: having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to them.
- Planning and preparing lessons;
- Teaching, according to their educational needs, the pupils assigned to them, including the setting and marking of work to be carried out by the pupil in school and elsewhere;
- Assessing, recording and reporting on the development, progress and attainment of pupils;
- Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to them.
- Providing guidance and advice to pupils on educational and social matters;
- Making records of and reports on the learning personal and social needs of pupils;
- Communicating and consulting with the parents of pupils;
- Communicating and co-operating with external agencies outside the school, and participating in meetings arranged for any of the purposes described above;
- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils
- Participating in arrangements for the appraisal of their performance and that of other teachers;
- Reviewing from time to time their methods of teaching and programmes of work;
- Participating in arrangements their further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in performance management objectives or in appraisal statements; in the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements of their supervision and training.
- Advising and co-operating with the Head Teacher and other teachers (or any one or more of them) on the preparation and development of teaching materials, teaching programmes method of teaching and assessment and pastoral arrangements;
- Developing friendly and trusting relationships with pupils and encourage them to set and maintain high standards in work and behaviour. Maintaining good order and discipline among the pupils and safeguarding 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;

- Willingness to undertake Crisis, Aggression, Limitation & Management training to ensure the safety of pupils, staff and equipment and provide for an effective learning environment;
- Participating in meetings at the school within the constraints of directed time which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;
- Supervising and so far as is practicable, teaching any pupils whose teacher is not available to teach them;
- Participating in arrangements for preparing pupils for public examinations, in assessing pupils for the purposes of such examinations and recording and reporting such assessments and participating in arrangements for pupils' presentation for and supervision during such examinations;
- Contributing to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction regulations;
- Co-ordinating or managing the work of other staff and taking such part as may be required of them in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school;
- Participating in administrative and organisational tasks related to such duties as are described above, including the direction or supervision of persons providing support for the teachers in the school; (NB this does not require a teacher routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgement)
- Attending and leading assemblies;
- Registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions;
- Create a stimulating and well-organised environment for learning;
- Give regular feedback to pupils and ensure pupils respond to marking;
- Hold pupil progress meetings, to identify barriers to move children forward
- To contribute to the evaluation of the needs of the school through the school development plan.
- Plan for and attend EHCP meetings.

Role of the Subject Leader

In addition to the duties and responsibilities outlined above, the post holder will undertake the following responsibilities:

- To provide professional leadership and management for their subject to secure high quality teaching
- To encourage the effective use of resources and improved standards of learning and achievement for all pupils
- A subject leader provides leadership and direction for the subject and ensures that that is managed and organised to meet the aims and objectives of the school and the subject and effectively cover the objectives in the new curriculum.
- A subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice.
- A subject leader plays a key role in supporting, guiding and motivating teachers of the subject;

- Subject leaders evaluate the effectiveness of teaching and learning the subject through guided monitoring, evaluation and triangulation.
- Subject leaders need to understand and track the progression throughout the school.
- Subject leaders report annually to governors on their subject,
- Monitor, audit and update resources
- Attend relevant co-ordinator meetings
- Lead and contribute to in-school training.

Values and Principles

The following **values and principles** underpin the basis on which the post holder will assist and support the teaching of the pupil within their school:

- The post holder is responsible direct to the Senior Leadership Team for roles, timetables and specific curriculum issues and to the Head Teacher for employment, pay, absence and other areas.
- A teacher with leadership or management responsibilities shall be entitled, so far as is reasonably practicable, to a reasonable amount of time during school sessions for the purpose of discharging those responsibilities;
- A teacher employed full-time, shall be available for work for 195 days in any school year, of which 190 days shall be days on which they may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by their employer or, if the employers so directs by the Head Teacher.
- A teacher shall be available to perform such duties at such time and such places as may be specified by the Head Teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which they are required to be available for work.
- A teacher shall not be required under their contract as a teacher to undertake midday supervision, and shall be allowed a break of reasonable length either between school sessions or between the hours of 11.50am to 12.50pm.
- A teacher shall work such reasonable additional hours as may be needed to enable them to discharge effectively their professional duties. The amount of time required for this purpose beyond the 1265 hours at which duties shall be performed shall not be defined by the employer.

Statutory Framework

- School Teachers' Pay and Conditions Document
- Works to agreed school policies and procedures
- Works within wider legislation framework, eg national curriculum, health and safety, child protection.

Supporting Inclusion

- Facilitates participation and learning, helping to build confidence and self-esteem, so that all pupils, including those who present challenging behaviour, are enabled to reach their full potential alongside their peers.

Equality of Opportunity

- Ensures that pupils have equal access to learning and development

Anti-discrimination

- Must comply with legislation and school policies relating to discrimination.
- Must promote anti-discrimination practices in all interaction with the pupil and colleagues

Celebrating Diversity

- Demonstrates and promotes an understanding and appreciation of difference in personal characteristics, belief system and cultures,

Promoting Independence

- Encourages and promotes independent learning
- Provide opportunities for the pupils to demonstrate self-reliance and responsibility

Confidentiality

- Must adhere to the need for confidentiality of information at all times

Continuous Professional Development CPD

- Takes responsibility for maintaining and improving personal skills, knowledge and experience.

EMPLOYEE SPECIFICATION



Post Title: Teacher

	Essential	Desirable	How Measured During Recruitment and Selection Progress
Experience	Teaching experience	Special School Experience	Application form. Interview References
Education/Training Qualifications	Degree. PGCE or equivalent teaching qualification. GTC status	Special Needs Qualification	Application form.
Professional Knowledge and Understanding*	<p>Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.</p> <p>Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.</p> <p>Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.</p> <p>Know how to use skills in literacy, numeracy and ICT to support their teaching and wider</p>	<p>Knowledge of Severe Learning Disabilities. Experience of PMLD</p> <p>Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.</p> <p>Know a range of approaches to assessment, including the importance of formative assessment.</p> <p>Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.</p> <p>Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the wellbeing of children and young people.</p>	

	<p>professional activities.</p> <p>Know how to make effective personalised provision for those they teach, including those who have a wider range of special educational needs and how to take practical account of diversity and promote equality and inclusion in their teaching.</p>		
Professional Skills*	<p>Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach.</p> <p>Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.</p> <p>Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</p> <p>Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.</p> <p>Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well being of children and young people.</p> <p>Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.</p>	<p>Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.</p>	<p>Application form. Interview. References. CRB check.</p> <p>At interview motivation and attitudes appropriate to work with vulnerable groups will be discussed along with any issues arising from references</p>
Professional Attributes*	<p>Have high expectations of children and young people including a commitment to</p>	<p>Maintain an up-to-date knowledge and understanding of the professional duties of</p>	<p>References</p>

	ensuring that they can achieve their full educational and social potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.	teachers and the statutory framework within which they work. Emotional resilience to deal with a wide range of different situations with a sense of perspective and humour where appropriate.	
Leadership and Management	In the context of school policies the ability to contribute to meeting objectives outlined in the school improvement plan. Ability to lead on the monitoring and evaluation of work in line with agreed school standards. Ability to provide leadership in striving for continuous improvement using appropriate innovative strategies.		Interview. Reference
Working Arrangements and Personal Availability	In line with the Statutory Teachers pay and conditions document and relevant TLR requirements		

* These have been based on the Professional Standards for Teachers.

Full details are available at <http://www.teachernet.gov.uk/teachingandlearning/professionalstandards/>