Post – Design and technology teacher and subject lead

Salary – Inner London MPS – UPS 1 (Negotiable for exceptional candidate with relevant SEN experience )

Hours – standard teaching hours

Contract - full time (probation period to be completed)

Lpcation – Clapton, London E5 9NZ

Deadline for application – Friday 18TH January



**L***earning* *and* **E***ducation* *through* **A***lternative* **Ways**

**Job description**

**DT Teacher and subject lead**

The following duties shall be deemed to be included in the professional duties which a teacher may be required to perform:-

**Design and Technology Teacher**

**1. Teaching**

•identify the needs of assigned students through formal and informal assessments

•review referral data, history and assessment data to develop appropriate goals and objectives for each student

•confer with general education teachers regarding the educational, social, emotional and physical needs and objectives of each student

•plan, develop and implement individualised learning plans for each student

•design appropriate teaching strategies

•prepare instructional materials and lesson plans according to Individual Educational Plans (IEPs)

•review IEPs with parents, school administrators and general education teachers

•utilise appropriate methods of learning delivery and instruction to meet the needs of each student in the Least Restrictive Environment (LRE)

•monitor, evaluate and document each student's progress utilising appropriate measurements and assessment devices

•prepare timely progress reports for each student

•develop and implement necessary interventions and strategies to promote achievement of student objectives

•collaborate and consult with general school personnel regarding the implementation of the IEPs and special educational services

•modify and adapt conventional educational programs and curriculum to meet the requirements of special needs students

•maintain regular communication with parents by means of email, phone calls, conferences and progress reports

•assist parents with understanding and supporting educational objectives, learning expectations and behavioural standards

•ensure adherence to reasonable rules of classroom discipline and order to maintain a secure and effective learning environment

•manage student behaviour through monitoring, supervising and assessing behavioural patterns

•utilise appropriate corrective methods to modify behaviour

•develop and implement Behavioural management Plans (BMPs)

•instruct students on socially acceptable behaviours and personal development skills

•prepare students for inclusion and transition to mainstream where appropraite

•maintain accurate and complete records in compliance with school district regulations and legal requirements

•maintain a current knowledge of special education best practices and trends

Teachers are expected to work to the teacher’s standards document. Teachers will be performance reviewed in line with the standards

**2. Other Activities**

(a) Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her;

(b) Providing guidance and advice to pupils on educational and social matters and on their further education and future careers including information about sources of more expert advice on specific questions, making relevant records and reports;

(c) Making records of and reports on the personal and social needs of pupils except in instances where to do so might be regarded as compromising a teacher’s own position;

(d) Communicating and consulting with the parents of pupils;

(e) Communicating and co-operating with such persons or bodies outside the school as may be approved by the employing authority and the Board of Directors;

(f) Participating in meetings arranged for any of the purposes described above.

**3. Assessments and Reports**

Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils. This will include the use of software including SOLAR, sleuth and any other package that the school deems appropriate to benefit the assessment for students and the school. Staff will be expected to be available for all parent consultation evenings or school based face to face sessions.

**4. Staff Development/Training/Reviews/Meetings**

Participating, if required, in any scheme of staff development and performance review.

(a) Reviewing from his/her methods of teaching and programmes of work;

(b) Participating in arrangements for his/her further training and professional development as a teacher.

Advising and co-operating with the head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

**5. safeguarding, Discipline, Health and Safety**

Have an up to date awareness of the school safeguarding procedure and policy and be aware who the designated person for the school is. All staff will sign off on reading and understanding the school policy and process for safeguarding.

Maintaining good order and discipline among pupils in accordance with the policies of the school 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.

**6. Cover**

Supervising and teaching any pupils whose teacher is not available

**7. Public Examinations**

Participating in arrangements for preparing pupils for public examinations and in assessingstudents for the purposes of such examinations; recording and reporting such assessments; andparticipating in arrangements for students presentation for and supervision during suchexamination.

**8. Management**

(a) Contributing to the selection for appointment and professional development of otherteachers, including the induction and assessment of probationary teachers;

(b) Co-ordinating or managing the work of other teachers;

(c) Taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

**9. Administration**

(a) Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials;

(b) attending/contributing to assemblies;

(c) Registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

**10. Working Time**

(a) A full-time teacher, other than a teacher employed in a residential establishment, shall be available for work on 195 days in any year of which not more than 190 days should involve teaching children in a classroom situation.

(b) A teacher, other than a teacher employed in a residential establishment, shall be available to perform such duties at such times and such places as may reasonably be specified by the head teacher, or where he/she is employed by a board on terms under which he/she is not assigned to any one school by the board or the principal of any school in which he/she may for the time being be required to work as a teacher, for 1,265 hours in any year exclusive of time spent off school premises in preparing and marking lessons and time spent travelling to and from the place of work.

(c) A teacher may not be required to teach as distinct from supervise children in a classroom situation for more than 25 hours in any week in a primary or special school and 23.5 hours in any week in a secondary school

**11. Key Competencies**

•organizational and planning skills

•collaboration and team work

•judgment and decision-making

•creative thinking

•problem-solving

•conflict management and resolution

•appreciation of diversity

•adaptability

**Personalised responsibilities**

All staff at Leaways are expected to establish personalised responsibilities that are beneficial to the students of the school and the staff members own professional development. These responsibilities are negotiated with the line manager and added to the job description on an annual basis. This will play a significant part in the evaluation of performance through the schools performance review process. These are in line with the specific role within the school.

Design and technology

1. To develop implement the Design and technology curriculum overseeing any teacher of individual who is allocated to the subject area.
2. Effectively resource the subject area in line with the allocated budget. Ensure that the classrooms/workshops are fit for purpose and health and safety compliant
3. Organise and facilitate ‘out of the classroom learning to expand the curriculum offer in the subject area and enhance the experience of learning for the students
4. Report on student progress ajd use the schools assessment process to ensure that all students are able to progress at the expected flight path. Identify, inform and intervene where students are not able to progress in the subject area
5. Implement suitable and relevant accreditation where possible including GCSE and Btec qualifications
6. Take part in vocational and community projects that offer students real life experiences outside of the classroom
7. Tutor a small group of students as allocated by the SLT
8. Work alongside the literacy and numeracy programmes to embed core learning in the school
9. Be aware and proactive in regards to new initiatives and curriculum changes across the school
10. Be fully aware of the role of the DSL within the school and implementing the school safeguarding policy at all times