

<b>POST TITLE:</b> Class Teacher/Tutor		<b>SALARY/GRADE:</b> Main Pay Scale + SEN allowance	
<b>Subject Leader (suitably experienced appointees only)</b>		<b>+ TLR (suitably experienced appointees only)</b>	
<b>RESPONSIBLE TO:</b>	<b>Assistant Headteacher or Deputy Headteacher</b>		
<b>STAFF SUPERVISED:</b>	<b>Phase and/or Tutor Group Teaching Assistants</b>		
<p>Beatrice Tate School is committed to creating a diverse workforce. We consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.</p>			
<p><b>PURPOSE OF THE JOB:</b></p> <p>The teacher/tutor will:</p> <ul style="list-style-type: none"> <li>(i) Fulfil the professional responsibilities of a teacher, as set out in the School Teachers’ Pay and Conditions document (STPCD)</li> <li>(ii) Meet the expectations set out in the Teachers’ Standards</li> <li>(iii) Line manage and appraise identified staff</li> <li>(iv) Assist in the smooth running of the school at all times</li> <li>(v) Take specific responsibility and accountability for the day-to-day management and organisation of their curriculum area (suitably experienced appointees only)</li> </ul>			
<p><b>DUTIES AND RESPONSIBILITIES:</b></p> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>➤ Plan and teach well-structured lessons to assigned classes, following the school’s plans, curriculum and schemes of work</li> <li>➤ Assess, monitor, record and report on the learning needs, progress and achievements of assigned students, making accurate and productive use of assessment</li> <li>➤ Understand students’ capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how students learn</li> <li>➤ Adapt teaching to respond to the strengths and needs of students, including having a clear understanding of the special educational needs of students and being able to use and evaluate distinctive teaching approaches to engage and support them</li> <li>➤ Set high expectations that inspire, motivate and challenge students</li> <li>➤ Promote good progress and outcomes by students</li> <li>➤ Demonstrate good subject and curriculum knowledge</li> <li>➤ Participate in arrangements for preparing students for assessment</li> </ul> <p><b>Teaching and learning responsibility (suitably experienced appointees only)</b></p> <ul style="list-style-type: none"> <li>➤ Lead, manage and develop the subject area, and provide guidance for other teachers, including training, support and advice to improve school practices and enhance teaching and learning</li> <li>➤ Use professional skills and judgements to provide strategic and practical leadership in the curriculum area</li> <li>➤ Improve standards within the curriculum area across the school, with demonstrable changes for students outside of their own classroom or group of students</li> </ul>			

- › Review the curriculum as required, highlighting areas where teaching can be broadened and attainment improved, and providing data to the Headteacher or others as required
- › Be the voice for your curriculum area, ensuring classroom teachers' experiences and opinions are represented within the school, including dealing with any issues on a day-to-day basis

### **Whole-school organisation, strategy and development**

- › Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- › Make a positive contribution to the wider life and ethos of the school
- › Work with others on curriculum and student development to secure co-ordinated outcomes
- › Provide cover, in the unforeseen circumstance that another teacher is unable to teach
- › Ensure teaching and learning within your subject area is aligned with school ethos, identifying any procedural issues and providing workable solutions (TLR appointees only)

### **Health, safety and discipline**

- › Establish a safe, purposeful and stimulating environment for students, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- › Manage classes effectively, using approaches which are appropriate to students' needs in order to inspire, motivate and challenge students
- › Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary
- › Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of students
- › Have high expectations of behaviour, promoting self-control and independence of all learners
- › Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### **Professional development**

- › Take part in the school's appraisal and performance development procedures
- › Regularly review the effectiveness of your teaching and assessment procedures and its impact on students' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- › Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of appraisal
- › Where appropriate, take part in the appraisal and professional development of others
- › Contribute to the selection and professional development of other teachers and/or support staff including the induction and assessment of new staff and those serving induction periods
- › Ensure that colleagues are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- › Take part as required in the review, development and management of the activities relating to the curriculum, organisation and support functions of the school
- › Take part in professional development within your subject area, sharing ways to improve subject teaching with others (TLR appointees only)
- › Lead other teachers in maintaining subject knowledge and latest pedagogical developments (TLR appointees only)

### **Communication**

- › Communicate effectively with colleagues, students, parents and guardians
- › Communicate effectively with parents/carers with regard to students' achievements and well-being using school systems/processes as appropriate
- › Communicate and co-operate with relevant external bodies

- › Participate in any relevant meetings/professional development opportunities, which relate to teaching and learning, curriculum or organisation of the school including tutor responsibilities and assemblies

## Working with colleagues and other relevant professionals

- › Develop effective professional relationships with colleagues
- › Collaborate and work with colleagues and other relevant professionals within and beyond the school
- › Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- › Deploy support staff effectively as appropriate
- › Make a positive contribution to the wider life and ethos of the school

## Management of staff and resources

- › Direct and supervise support staff assigned to them, and where appropriate, other teachers
- › Contribute to the recruitment and professional development of other teachers and support staff

## Personal and professional conduct

- › Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- › Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- › Understand and act within the statutory frameworks setting out their professional duties and responsibilities
- › Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- › Respect individual differences and cultural diversity.
- › Safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.

## PERSON SPECIFICATION

CRITERIA	QUALITIES	
	(E) – Essential Criteria	(D) – Desirable Criteria
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>› Qualified teacher status (QTS) or an Early Career Teacher working towards QTS (E)</li> <li>› A qualification in teaching students with severe learning difficulties or profound and multiple learning difficulties either as part of a Bachelors Degree or an Advanced Diploma/Higher Degree (D)</li> <li>› Evidence of professional development relevant to the role (E)</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>› Successful teaching experience (E)</li> <li>› Successful experience of subject leadership (E)</li> </ul>	
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>› Expert knowledge of the National Curriculum, in the subject area (E)</li> <li>› Understanding of high-quality teaching and learning strategies in the subject, and the ability to model this for others and support others to improve (E)</li> <li>› Awareness of local and national organisations that can provide support with delivering the subject (D)</li> <li>› Outstanding classroom practice, constantly showing a positive and resilient approach to students and staff (E)</li> </ul>	

	<ul style="list-style-type: none"> <li>➤ Excellent communication and organisational skills (E)</li> <li>➤ Knowledge of effective teaching and learning strategies, particularly for SEND learners (E)</li> <li>➤ Ability to adapt teaching to meet SEND students’ needs (E)</li> <li>➤ An excellent understanding of how children and young people with SEND learn (E)</li> <li>➤ Knowledge of guidance and requirements around safeguarding children (E)</li> <li>➤ Knowledge of effective behaviour management strategies (E)</li> <li>➤ Effective IT, communication and interpersonal skills (E)</li> <li>➤ Ability to communicate a vision and inspire others (E)</li> <li>➤ Ability to build effective working relationships with staff and other stakeholders (E)</li> </ul>
<p><b>Personal qualities</b></p>	<ul style="list-style-type: none"> <li>➤ High expectations for all students and belief in bringing out the best in all (E)</li> <li>➤ Commitment to upholding and promoting the ethos and values of the school (E)</li> <li>➤ Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school (E)</li> <li>➤ Ability to work under pressure and prioritise effectively (E)</li> <li>➤ Commitment to maintaining confidentiality at all times (E)</li> <li>➤ Commitment to equality (E)</li> </ul>

**NOTE:**

This job description and person specification may be amended at any time in consultation with the post holder.

**Last review date:** April 2026

**Next review date:** April 2027

**Headteacher/line manager’s signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Post-holder’s signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### Safeguarding Statement

At Beatrice Tate School, we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.