

Meadow High School Job Description

Job Title: Form Tutor/Class Teacher

Salary: MPR plus SEN1

Supervisors: Relevant Assistant Head

Outline

To be the class teacher/ form tutor for a group of pupils. All pupils will have an EHCP and you will be the main point of contact for the students, liaising with colleagues and parents as necessary to ensure the emotional and social welfare of the students in the tutor group and the promotion of their academic progress. As part of this role you will also be responsible for the delivery of lessons for students outside of your form group.

The 6th form is a busy, bustling department with passionate teaching staff who have the students best interests at the forefront of any decision. Vocational Pathways, Work Experience and Employability skills have a significant section of the timetable as we prepare our students for “Life After Meadow”. Additionally, students attend external college placements and complete meaningful work experience placements offsite too. Developing independence skills, functional communication and life skills are key focuses for our teaching staff who actively support students to achieve the best outcomes possible.

We are actively seeking candidates who could offer a specialism or interest in the following areas:

- physical education with strong inclusion elements for more complex learners and including those with physical limitations
- a strong skill set in supporting students with learning difficulties to access employability; including catering, enterprise, independence and functional communication skills.
- someone with a strong interest in developing a SCERTS focussed approach to young people with autism

Main Purpose of Post:

In addition to the professional responsibilities of all teachers, at Meadow High School the post holder will be expected to support the school in embedding the school’s vision, values and ethos.

- To teach a broad, balanced, relevant and differentiated curriculum, in accordance with the values and aims of the school and the curricular policies
- To deliver exciting and motivating lessons that meet the needs of the student group.
- To work with colleagues to offer a collaborative approach, ensuring that professional boundaries between subjects are reduced to maximise student learning.
- To be responsible for the emotional and social welfare of the students in the tutor group, acting as an advocate for them when necessary with colleagues and ensuring that a good relationship is built with the parents/ carers wherever possible.
- To promote pupil centered academic progress through the delivery of Basic Skills in tutor periods.

- If a Form Tutor, to be responsible for the creation and monitoring of progress towards pupils in tutor groups Personal Learning Intention Map (PLIM).
- To monitor, moderate and evidence progress pupils make towards PLIMS targets via EFL.
- To embrace the school's development of Skills for Life programme.
- To prepare pupils for "Life After Meadow" by engaging with college links, work experience and vocational pathways.
- To support the pupils and families in onwards transitions both within the school and from the school to other settings or employment.

Professional Responsibilities

- To be a committed class teacher/ form tutor to provide learning experiences linked to pupils' individual needs, embracing a pupil centered approach.
- To teach a range of subjects including any specialist subject identified within the job advert, PHSC and basic skills including aspects of literacy and maths.
- To bring to the attention of the Headteacher and the Designated Safeguarding Leads any concerns over students' safeguarding and support the school in addressing any identified concerns.
- To bring to the attention of the Headteacher and the Schools Attendance Officer any concerns over students' absence/persistent lateness and to actively support initiatives to improve school attendance.
- To maintain professional standards at all times and keep up to date with national developments in the subject area, teaching practice and methodology.
- To work collaboratively within your team and support in the development of a curriculum which embraces the school's core vision, values and aspirations for all pupils.
- To work as an effective member of the school team in promoting the education and welfare of the students and ensuring the safeguarding of all pupils.
- To assist in and contribute to the positive liaison between school, parents/ carers and support agencies e.g. attendance at parents' consultation evenings
- To organise, plan and risk assess trips relevant to the curriculum.
- To account for any delegated funds in line with school procedures.
- To mark students' work in line with school policy.
- To set cover, including lesson resources, in case of absence.
- To adhere to the school's Relationships and Behaviour policy.
- To meet with colleagues in directed time to discuss faculty plans for curriculum and resources.
- To adapt schemes of work for subjects delivered and assessments in line with school policy.

Administrative Duties

- To participate in shared duty rotas at break times
- To keep accurate attendance registers
- To collect absence notes and other communications from parents

Teaching and Classroom Management for all Teachers

- To promote the health, safety and self-esteem of individual students
- To work collaboratively with other staff in the school, including the schools therapy team, to ensure that the sensory and learning needs of individual pupils are met.

- To work collaboratively with teaching assistants to help support and develop their skills in line with the school's Personal Development for Teaching Assistants Programme (PDTA)
- To utilise a variety of teaching methods and resources appropriate to the needs of the students learning, language and sensory needs.
- To manage the classroom so that the students can have individual, small group and whole group experiences.
- To support the development of the SCERTS framework across the school, including in relation to, displays and the school environment.
- To promote the school's reward system and coordinate with colleagues to ensure their consistent and appropriate use.

Assessment, Record Keeping and Reporting for all Teachers

- To monitor and assess pupil progress and to use this information to inform planning and effective teaching
- To write PLIM targets for all pupils within the tutor group and review this termly.
- To monitor pupil progress and record evidence using the school agreed systems.
- To write and conduct the statutory Annual Review of pupils in your form groups EHCPs including chairing the review meetings with parents/ carers and other agencies and compiling statutory reports and review.
- To record pupils behaviour in line with schools procedures and maintain any records relating to safeguarding concerns as needed.

Staff Development

- To attend and take an active part in staff training and training days.
- To participate in Performance Management procedures in line with school policy.
- To identify any CPD to support your professional development.
- To undertake any training identified in line with the School Development Plan or through your performance management.

General Responsibilities

To carry out the professional duties of a school teacher identified in the School Teachers' Pay and Conditions. In addition to those professional responsibilities that are common to all teachers in the school, where the post holder is on the upper pay spine, the threshold standards also apply.

The post holder may be also be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases.

Annual Review

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.

Support for the School

The post holder will need to be aware of and comply with the policies and procedures relating to Safeguarding, Child Protection, health, safety and security, confidentiality

and data protection, reporting all concerns to an appropriate person; be aware of and support diversity and ensure equal opportunities for all contribute to the overall ethos and aims of the school contribute to Governing Body reports and other meetings as required appreciate and support the role of other professionals

Personal and Professional Conduct (according to the Teaching Standards)

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
- not undermining fundamental British values, 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.

Signed & Agreed _____ Date ____/____/____

SLT Counter Signature _____ Date ____/____/____

MEADOW HIGH SCHOOL
Class Teacher
Person Specification

Person Specification					
Training and Qualifications					
	Essential or Desirable	E - Essential D- Desirable	Application	Interview	Observation/ Task
1.	Have QTS	E	/	/	
2.	Degree or equivalent qualification	E	/	/	
3.	Evidence of continual professional development	E	/	/	
Experience, Skills and Attributes					
	Essential or Desirable	E - Essential D- Desirable	Application	Interview	Observation/ Task
4.	Experience of teaching at primary or secondary level	E	/	/	
5.	Experience of supporting the teaching and learning of pupils with special educational needs	D	/	/	
6.	Ability to demonstrate empathy and understanding of pupils with EHCPs	E	/	/	/
7.	Able to demonstrate knowledge of inclusive education for pupils with SEN	E	/	/	/
8.	Ability to plan, teach and assess effectively to a high standard, which maximises the achievements of all pupils	E	/	/	/
9.	Able to work effectively as a member of a team, and communicate in a way that is appropriate to the audience (eg pupils/ governors/ colleagues etc)	E	/	/	
10.	Able to show a commitment to safeguarding pupils and a pupil centred approach in all key decision processes	E	/	/	/

11.	Able to break skills, tasks and learning goals into manageable steps to support pupil centered learning	E	/	/	
12.	Able to show competency in the use of the school data system including EfL for tracking pupil progress	D	/	/	
13.	Experience of writing professional reports including EHCP Annual Reviews/ reports for Social Services and other formal reports for agencies.	D	/		
14.	Able to demonstrate a range of approaches and strategies to ensure effective learning for pupils	D	/	/	/

Knowledge and Understanding

	Essential or Desirable	E - Essential D- Desirable	Application	Interview	Observation/ Task
15.	Able to demonstrate relevant and current knowledge of the characteristics of effective teaching, learning and assessment	D	/	/	/
16.	Able to show a high level of subject knowledge relevant to supporting pupils with SEN	E			
17.	Able to demonstrate an excellent understanding of pupil assessment and setting challenging and achievable personalised targets	D	/	/	/
18.	Able to show a clear understanding of how to analyse pupil progress in order to drive pupil development	D	/	/	
19.	Able to demonstrate a thorough understanding of equality of opportunity	D	/	/	

Personal Qualities

	Essential or Desirable	E - Essential D- Desirable	Application	Interview	Observation/ Task
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20.	Ability to plan and organise time effectively, work under pressure, and meet deadlines whilst keeping equilibrium	E	/	/	
21.	Ability to work using own initiative and make key decisions when necessary	E	/	/	
22.	Able to demonstrate energy, drive and enthusiasm	D	/	/	
23.	Able to communicate effectively at all levels with a wide range of audiences - both verbally and in writing	E	/	/	/
24.	Able to demonstrate strategies in managing personal resilience	D	/	/	