



Cherry Garden School

Job Description 2019

Teacher (MPG)

The appointment of a Teacher is subject to QTS status and the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document (STCPD) and other current legislation.

This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the appraisal process.

This job description include references to:

- Professional Standards for Teachers
- Teacher Appraisal

Part 1: Recruitment

This section sets out the core requirements of the post and will be used to recruit to the post.

General description of the post

The holder of this post is expected to carry out the professional duties of a post-induction teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. The post-holder is required to fully support the vision, ethos and policies of the school.

Values and behaviour

Teachers make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Personal and professional conduct

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 and 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 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.

Responsibilities

The post-holder is accountable to their line manager in all matters.

The appraisal process is the vehicle for determining the performance of a teacher and this assessment will directly relate to pay determination (in accordance with the school pay policy), CPD provision and career advancement (in accordance with the school Professional Development Policy).

All appointments made, are conditional on the most recent appraisal assessment.

Duties

- Planning and delivering a high quality play based learning environment.
- Setting clear and challenging targets that build on prior achievements for every pupil.
- Monitoring pupils' work through ongoing recording of progress following the school guidelines which include progress in curriculum areas and IEP progress.
- Giving every child the opportunity to reach their potential.
- Using assessment information to inform 'next steps' for a wide range of pupil needs.
- Working in partnership with parents/carers.
- Working collaboratively with a multidisciplinary team of professionals.

- To support and lead other staff/volunteers in the classroom.
- Supporting team commitment with colleagues through collaborative planning.
- Reporting to parents to discuss and review progress.
- Attending SEN meetings and providing the relevant documentation to support the review.
- To lead on performance management for support staff in your class with support from SLT as needed.

Part 2: Assessment of Performance

This section relates directly to the relevant teacher standards and sets out the expectations by which a teacher's performance will be assessed through the appraisal process.

1. Pupil Achievement

Promotes good progress and outcomes by pupils (2 Teacher Standards))

- Is accountable for pupils' progress and outcomes.
- Plans teaching to build on pupils' strengths and prior knowledge.
- Demonstrates knowledge and understanding of how students learn and how this impacts on teaching.

Adapts teaching to respond to the strengths and needs of all students (5 Teacher Standards)

- Knows how to plan for play based approach to learning for a wide range of needs.
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Has a clear understanding of the needs of all pupils, including those medical needs; those with physical disabilities; those with complex sensory needs and those with ASD.
- Has the ability to manage pupils with a range of medical needs within a specialist setting.

Makes accurate and productive use of assessment (6 Teacher Standard)

- Knows and understands how to assess the relevant subject and curriculum areas.
- Makes use of formative and summative assessment to secure pupils' progress.

Expectations

- Uses assessment information to analyse progress and identify any gaps in progress.
- Plans effectively for differentiation within a play based approach to the curriculum and applies appropriate teaching strategies to meet the needs of individual pupils.
- Keeps up to date, accurate and thorough records of assessment of pupils' achievement both online and hard copy, and uses this assessment to inform 'next steps'.

2. The quality of provision

Standards

Demonstrates good subject and curriculum knowledge (3)

- Has a secure knowledge of the relevant subject(s) and curriculum areas, fosters and maintains pupils' interest in the subject, and addresses misunderstandings.
- If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics and whole word approach.
- Has a good understanding of successful pedagogy for different types of disabilities such as pupils with Downs, ASD, visual impairment, etc.

Plans and teaches well-structured lessons (4)

- Ensures learning is maximised by careful classroom organisation with a balance of play based learning and structured work.
- Promotes a love of learning and children's intellectual curiosity.
- Reflects systematically on the effectiveness of classroom provision and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).

Expectations

- Ensures that all pupils make good progress in developing skills, knowledge and concepts within a well organised, child centred and creative provision.
- Develops activities that extend pupils' learning outside the classroom and the wider community.

3. Behaviour and safety of students

Sets high expectations which inspire, motivate and challenge students (1 Teacher Standard)

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect.

Manages behaviour effectively to ensure a good and safe learning environment (7 Teacher Standard)

- Has clear expectations and routines for behaviour in classrooms, and takes responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Has high expectations of behaviour, and establishes a range of strategies to support positive behaviour.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to engage and motivate them.

Expectations

- Ensures the classroom has stimulating displays, as appropriate, that are updated regularly and relevant to the class
- Ensures that expectations are appropriately challenging for all groups and abilities.
- Is a positive role model in terms of professional attitude, enthusiasm, conduct and appearance. To lead by example in terms of their commitment to learning.
- Ensures pupil behaviour is assessed, appropriate strategies put in place (Individual Behaviour Plan) and incidents of behaviour recorded and reviewed on a regular basis.
- Ensures that all staff follow the pupil's 'Individual Behaviour Plan' consistently.
- Develops a range of skills to ensure they are able to regulate their own behaviour, for example, use of communication systems, motivators, functional and engaging activities.

- Maintains an appropriate teacher/pupil partnership relationship.
- Acts clearly and decisively when behaviour strategies need to be applied.

4. Leadership and Management

Fulfils wider professional responsibilities (8 Teacher Standards)

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploys support staff effectively.
- Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicates effectively with parents with regard to students' achievements and well-being.

Expectations

- Takes part in open evenings and other promotional events and offers support to extra-curricular activities.
- Works with other colleagues in school participating in coaching and mentoring.
- Leads class team with support from SLT as necessary.
- Ensures their own development is a key priority.
- Makes full use of the school appraisal and CPD programme and opportunities that arise.
- Makes clear, accurate, courteous and well-informed communication with parents at both formal events and through informal contact throughout the year.

Special Conditions of Service

The post holder may be required to work outside of normal school hours on occasion, with due notice.

Because of the nature of the post candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to DBS checks. If candidates are

successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate, the nature of such convictions.

This job description will be reviewed annually.

HEADTEACHER		POST-INDUCTION TEACHER	
	DATE		DATE

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Person Specification

		Essential	Desirable
Qualifications	Formal Teaching Qualification recognised by the DFE.	*	
	Evidence of ongoing professional development, attendance on courses, INSET, action research.	*	
	Commitment to continuing professional development, working towards standards and role expectations described in the Teacher Standards Framework.	*	
Experience/skills	To be able to use of a range of communication systems, such as objects of reference, makaton and 'Picture Exchange Communication System'.		*
	To have a minimum of 2 years experience of teaching pupils with SEND and/or early years.		*
	To have experience and emotional resilience in supporting pupils' behaviour.	*	
	Evidence of high quality teaching and learning.	*	
	To be able to facilitate a play based approach to the curriculum to meet a wide range of needs.	*	
	To be able to self reflect on your practise.	*	
	The ability to work in partnership with other professionals, work colleagues, parents and Governors.	*	
	An experience and understanding of the opportunities that a multi cultural urban school represents, and a belief that every individual has a right to achieve their full potential.	*	
	Ability to plan 'next steps' based on assessment information.	*	
	To demonstrate the ability to lead on a whole school initiative/curriculum area.		*