

**CARDIFF COUNCIL
SCHOOL - RECRUITMENT AND
SELECTION POLICY AND PROCEDURE
JOB DESCRIPTION**



With due regard to the 'National Standards for Qualified Teachers' and the current 'Teachers' Pay and Conditions Document', the generic job description for TLR 2b postholders applies to this post. The specific responsibilities are identified as follows:

School: Cantonian High School	Department: BESD Provision
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Job Title: Teacher in Charge of Mainstream KS3 & KS4 Specialist Behaviour Provision	Post Ref No: TBA
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Grade: MPS +SEN2 +TLR2c	Hours: Full time
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Special Conditions Applying: Professional standard of dress required Qualified First Aider or prepared to undertake First Aid training Qualified to drive the school minibus or prepared to undertake driver training

Reporting arrangements: Line managed by the Head of Inclusion
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Job Purpose: <ul style="list-style-type: none"> • Within the context of the school's aims and policies, develop and implement subject policies, plans, targets and practices. • Secure and sustain effective teaching in the Specialist Behaviour Provision, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement. • Provide to all those with involvement in teaching within the Specialist Behaviour Provision the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. • Identify appropriate resources for the provision and ensure that they are used efficiently, effectively and safely. • Assess and teach pupils referred to the Specialist Behaviour Provision and work with parents and other professionals to ensure the provision meets pupils' needs.
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Duties and Responsibilities: <ol style="list-style-type: none"> 1. Accountability for the Leadership, Management and Development of the Specialist Behaviour Provision <ul style="list-style-type: none"> • Undertake termly self review of progress being made in the provision • Develop and implement policies and practices for the provision which reflect the school's commitment to high achievement, and effective teaching and learning • Create a climate which enables all staff to develop and maintain positive attitudes towards the provision • Establish a clear, shared understanding of the importance and role of the provision in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life and citizenship • Use data effectively to identify pupils who are underachieving, where necessary, create and implement effective plans of action to support those pupils

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- Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the provision, which:
 - contribute to whole-school aims, policies and practices;
 - are based on a range of comparative information and evidence;
 - identify realistic and challenging targets for improvement in the provision;
- Be clear about action to be taken, timescales and criteria for success
- Monitor the progress made in achieving plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement
- Participate in any reviews or other evaluative process, as required
- Provide guidance and advice to schools on a range of SEN issues, with particular reference to BESD.
- Help meet the targets set out for individual pupils by developing appropriate IEPs and IBPs, direct teaching, evaluating the effectiveness of such programmes and modifying as necessary.

2. Efficient and Effective Deployment of Staff and Resources

- Participate in the appointment of staff to the provision
- Establish staff and resource needs and advise the Headteacher and senior leaders of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school to achieve value for money
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology
- Use accommodation to create an effective and stimulating environment for teaching and learning within the provision
- Ensure that there is a safe working and learning environment in which risks are properly assessed

3. Leading, Developing and Enhancing the Practice of Other Staff

- Organise regular, well-structured provision meetings which encourage the fullest possible participation of colleagues in the running of the provision in line with whole school priorities
- Help staff to achieve constructive working relationships with pupils
- Establish clear expectations and constructive working relationships among staff involved with the provision, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate and evaluating practice
- Liaise with mainstream teachers and Heads of Departments for support and guidance
- Sustain own motivation and, where possible, that of other staff involved in the provision
- Take an active role in the performance management of staff and use the process to develop the personal and professional effectiveness of staff
- Lead professional development of staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary
- Liaise with other professionals and agencies, both within and beyond the school in order to meet the pupils' educational, social and emotional needs
- On behalf of the Headteacher, arrange and minute annual reviews of statements of special educational needs for the pupils within the provision
- Ensure that the Headteacher, senior leaders and governors are well informed about BESD based policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans
- Create and maintain a BESD handbook for the guidance of departmental staff
- Attend designated SLT, curriculum leader meetings and open evenings where necessary

4. Impact on Educational Progress

- Ensure that teachers are clear about the teaching objectives in lessons and understand the sequence of teaching and learning in the provision through the production of schemes of work
- Devise and implement individual education programmes which set objectives to develop individual pupils' communication and social skills

- Devise and implement individual behaviour plans which set objectives to support individual pupils' management of behaviour
- Ensure effective development of pupils' literacy, numeracy and information technology skills through the Curriculum
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement
- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement
- Participate actively in supporting the school's principles and practice of equality of opportunity
- Plan and implement an effective transition programme to support the integration of pupils with BESD into the provision and the school
- Establish a partnership with parents to involve them in their child's progress, including information about curriculum, attainment and targets
- Develop effective links with the local community, in order to extend the curriculum, enhance teaching and to develop pupils' wider understanding

Key Tasks

- Plan, prepare and deliver lessons of appropriate level and challenge for all allocated students according to agreed programmes of study and the National Curriculum
- Carry out and record regular assessment of the progress of each student taught
- Write written reports to parents on the progress of their child according to the reporting timetable of the school and statutory requirements
- Ensure good management of classes according to the behaviour policy of the school
- Be aware of when to refer matters to Heads of Departments / Line Managers
- Attend meetings to discuss academic or pastoral matters regularly
- Take part in in-service training to enhance personal professional development, and thereby ensure development of the students in your charge

DATE COMPLETED:

AGREED BY:

Date Received by Post holder:

Signature of Post holder: