

TEACHER : CHELLOW HEIGHTS SPECIAL SCHOOL

Salary scale: MPS/UPS

JOB DESCRIPTION

This job description is provided to assist teaching staff to understand and appreciate the work content of their post and the role they are to play in school. The post holder is required to undertake the professional duties and responsibilities as set out in the current School Teachers' Pay and Conditions document.

The post holder is expected to uphold the professional code of the General Teaching Council for England.

JOB PURPOSE

To plan, implement and deliver an appropriate and differentiated curriculum for all pupils and to support a designated curriculum area.

To contribute to raising standards of pupil attainment.

To monitor and assess pupil progress to improve their quality of learning and personal growth.

To undertake the professional duties outlined above by having regard to national standards published from time to time by subject and other national bodies.

CORE RESPONSIBILITIES

Supporting the development of the school:

1. To play a full part in the life of the school community, to support its distinctive values and ethos, and to role model and encourage staff and pupils to follow this example.
2. To implement and follow school policies and procedures as approved by the Head Teacher, Leadership Team or Governors.
3. To maintain the confidential nature of information relating to the school, its pupils, staff, parents and carers.
4. To maintain good order and discipline in accordance with the school's Behaviour policy and Care and Control policy.
5. To comply with the school's health and safety policy and undertake risk assessments as appropriate.
6. To attend and participate in all relevant meetings.
7. To support the school in meeting its legal requirements for worship.
8. To review the development and management of activities relating to the organisation and pastoral functions of the school.
9. To carry out a share of supervisory duties in accordance with published rosters.
10. To set targets for pupils learning based on prior attainment.
11. To maintain an accurate register of pupils attendance.
12. Other relevant duties, in line with the general nature of this post as may be determined from time to time by the Head teacher, and by negotiation with the post holder.

13. To support the development of the sensory curriculum

Supporting Teaching and Learning:

14. To teach pupils assigned to the teacher and to ensure that planning, preparation, recording, assessment, accreditation and reporting meet their varying learning and social needs.
15. To be prepared to teach across the age range of the school.
16. To devise, contribute to and implement statutory assessment, annual reviews and IEPs.
17. Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies within the school.
18. To ensure the effective and efficient use of any staff who support the delivery of teaching of and learning.
19. To work collaboratively as a team member.
20. Provide an appropriately stimulating classroom environment where resources can be accessed by all pupils.
21. To maintain appropriate records and provide accurate information on pupil progress and other relevant matters as required by the school.
22. To use ICT to support learning and teaching and raise standards.
23. To ensure the personal care and hygiene of pupils are met and to participate in appropriate training.
24. Consult with staff over individual pupils and co-operate with agreed courses of action.
25. To be responsible for the condition of the teaching space used and report any damage to fixtures or fittings to the appropriate person.

Supporting Collaboration with the Community:

26. To take part in community and liaison activities such as Open Evenings, Parents/ Carers Evenings and liaison with Partner Schools.
27. To communicate, as appropriate, with the parents/carers of pupils and with external agencies.

SUPERVISION AND GUIDANCE:

- To be responsible to the Head teacher and Governors of the school through the schools leadership and management structures.
- To be entitled to administrative and non-teaching support in reference to the National Workload Agreement, and to ensure the post holder has an appropriate work / life balance.
- To effectively use planning, preparation and assessment time according to the National Workload Agreement.
- To receive appropriate support through the schools performance management processes and access to continuing professional development.

PERSON SPECIFICATION

Chellow Heights is committed to ensuring high standards for teaching and learning and to safeguarding its pupils. All applicants will need to meet the current Teacher Standards, have two good references and

have no contra indications from an enhanced CRB check against them working with children/young people/ vulnerable clients/ finance.

Candidates should ensure they meet all the essential criteria below and outline this and any desirable criteria within their application form as this information will be used for short listing purposes.

Applications will be considered from NQTs that can demonstrate in their application that they are an outstanding practitioner through placement or other experience.

Circumstances

Candidates must

- not require holidays in term time
- be legally entitled to work in the UK under the Assylum and Immigration Act 1996
- be able to perform all duties in accordance with the Disability Act, where appropriate with reasonable adjustments
- be able to cope with the requirements of the post including working with pupils who have behavioural, social and emotional difficulties and or physical disabilities
- due to the nature of the children being taught it is a requirement of the post that the successful applicant will be capable of moving and handling pupils within the school practices and policies

Have no

AF = Application Form I = Interview and other activities

Tests and Presentations may also be used and the person specification can indicate which areas are to be measured by these.

Essential	How Identified	Desirable	How Identified
1. Qualified Teacher Status	AF	Degree	AF
2. Evidence of sustained participation in training	AF	Evidence of training in SEN and BESD/ASC	AF
3. Commitment to own continued professional development and that of the team (teaching and non-teaching)	AF		
4. Knowledge of different pedagogic approaches to meet the needs of SEN learners	AF	Team Teach or equivalent qualification Experience of PECS/MAKATON/TEACCH systems	AF
5. Experience in delivering a differentiated curriculum	AF/I		
6. Experience of positive behaviour management	I		
7. Experience of managing and co-ordinating a class team	AF	Experience of working within a 'Base' system with other teachers	AF/I
8. Experience of working co-operatively with a range of colleagues and professionals	I		
9. Understanding of effective teaching, learning and evaluation strategies	AF/I	Knowledge and/or experience of CASPA	AF
10. Experience of and understanding of Assessment for learning	AF		
11. Knowledge of P levels and target setting	AF		
12. Ability to motivate staff and pupils	AF/I	Experience of working within the age and ability range of the school	AF
13. Willingness to take responsibility for a subject area within the school	AF/I		
14. Understanding of the role parents and carers play in raising standards	AF/I	Experience of working directly with parents	AF/I
15. Understanding of the role governors play in raising standards in school	I	Experience of working with governors	I
16. Commitment to the school's wider community	AF/I	Willingness to be involved in the wider life of the school	I
17. Good communicator, both written and spoken	AF/I		
18. Ability to manage time and work load effectively	AF/I		
19. Flexible and approachable	AF/I		
20. Resilient under pressure	AF/I		
21. Good team leader and able to deal sensitively with people and resolve conflict	AF/I		
22. Have no contra indications to the Personal Circumstances outlined above	AF/I		