**Chellow Heights School Outline Job Description**

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| **Post Title:** | **teacher** |
| **Post Ref:** | **Teach2021** |
| **Grade:** | **Main Scale / upper pay scale** |
| **hours** | **as per teachers pay and conditions.** |

**Generic Introduction:**

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**Prime Objectives of the Post:**

1. As a teacher in a specialist SEND school you will be an outstanding classroom practitioner who consistently demonstrates the highest standards of delivery.
2. You should be fully committed to raising attainment across the whole school and across all subjects that you are required to teach.
3. You will be acutely aware of the strategies required to achieve the highest standards with pupils with a wide range of learning abilities and a wide range of SEND and within your specialist subject area/across the curriculum.
4. You may from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.
5. As a Classroom teacher you will, at all times, be mindful of, and adhere to, the Professional Standards for Teachers and the Career Stage expectations negotiated and adopted by the school at any time.
6. In addition, for Teachers paid on the Upper Pay Range (UPR), your achievements and contribution to an educational setting will be evidenced as being substantial and sustained.

**Knowledge and Skills:**

*(See also Personnel Specification)*

**SUBJECT SPECIFIC KNOWLEDGE AND SKILLS:**

1. Teaching approaches for pupils with a wide range of learning and SEND needs
2. The National Curriculum across the Key Stages
3. The Early Years Curriculum Approaches
4. Teaching and Learning approaches to support individual learning programmes for pupils with a wide range of SEND including SEMH needs

**Effort Demands:**

1. Will contribute to the overall Vision/ethos/work/aims of the school.
2. Will appreciate and support the role of other professionals.
3. Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.
4. Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.

**Responsibilities:**

**Teaching:**

1. To teach pupils according to their individual educational needs, including the planning, delivery, monitoring and review of personalised learning plans and the appropriate setting and marking of work to be carried out by the pupils.
2. Identifying effective intervention and mentoring strategies for pupils.
3. To mark and grade pupils work in a way which enables you to give written/verbal and diagnostic feedback and maintain records of pupils' progress and development.
4. To use a variety of delivery methods, which will stimulate learning appropriate to pupil needs and demands of the syllabus, for example, podcasts, interactive whiteboards etc.
5. Prepare pupils for internal and external assessments and examinations where appropriate e.g. KS Phonics test.
6. To undertake pastoral duties, such as taking on the role of form tutor, and supporting pupils on an individual basis through academic or personal difficulties.
7. To complete reports as required e.g. End of Year Reports, EHCP review reports etc. ensure that they meet a good standard of literacy and are completed within appropriate timescales, specifically those statutory timescales linked to the Code of Practice for SEND.

**Health, Safety and Discipline:**

1. To ensure a safe, secure and healthy environment for pupils and others with whom you work under the Health and Safety at Work duty of care.
2. To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour including the use of positive behaviour management, de-escalation techniques and other strategies for which you are appropriately trained e.g. Team Teach
3. To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.
4. Complete all risk assessments as required prior to completing activities and continue to complete dynamic risk assessments throughout the day ensuring any risks are pointed out to others and any concerns raised with senior leaders.

**Whole school organisation and strategy:**

1. To participate in and organise extracurricular activities, such as outings, social activities and sporting events; including participation in occasional overnight visits and events that happen outside the school hours e.g. Saturday fund raising events
2. To contribute to the development, implementation and evaluation of school’s policies, practices and procedures in such a way as to support the school’s values and vision.
3. Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
4. Subject to the guidance relating to Cover, supervise and teach any pupils where the person timetabled to take the class is not available to do so.

**Management of staff and Resources:**

1. To prepare and regularly update subject materials including researching new topic areas and writing new curriculum materials.
2. To lead, organise, supervise and support the work of classroom support, teaching assistants and trainee teachers and newly qualified teachers (NQTs) as required.
3. To efficiently deploy and care for all resources such as are allocated/delegated to you ensuring they are maintained in a safe and good condition. Reporting any breakages and losses to the appropriate person.
4. Manage a small class budget as appropriate in order to purchase appropriate resources to meet the needs of students.
5. Keep a class asset register that should be regularly updated as items are purchased or lost / broken which can be handed over to any subsequent teacher.
6. Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff as appropriate

**Professional Development:**

1. To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD) and the school’s appraisal process.
2. Where appropriate, to participate in arrangements for the appraisal and review of other teachers and support staff.
3. Identify and participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

**Communication:**

1. To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events.
2. Develop augmentative and alternative communication skills in order to communicate with non-verbal pupils or those at the early stages of language development
3. Recognise that challenging behaviour is a form of communication and work with pupils to identify unmet needs.

**Working with colleagues and other relevant professionals:**

1. Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork.
2. To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

**environmental demands/Working Conditions:**

1. Will have long periods of sitting or standing.
2. Available to work during school hours during term time and not take holidays in term time.
3. Have a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours and those planned in Time Budget/ Bank.
4. Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
5. The post holder is likely to be subjected to antisocial behaviour from pupils as a form of communication linked to their special educational needs. You are expected to follow the school’s policies and procedures for behaviour management, and any specialist training when dealing with incidents.
6. The post holder is likely to be subjected to antisocial behaviour occasionally from members of the public/parents/site users.
7. This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
8. Report all concerns to an appropriate person.

**Fluency Duty**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level

**Advanced Threshold Level**

The post holder should demonstrate they can:

* Express themselves fluently and spontaneously at length effortlessly.
* Explain difficult concepts simply without hindering the natural smooth flow of language.
* Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in School.

**Special Conditions of Service:**

1. No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).
2. Post holders should be able to meet the physical and mental demands of the post subject to reasonable adjustments under DDA.

**Other considerations**

1. To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school’s nominated Child Protection Co-ordinator or the Headteacher.
2. To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/pupil/parent and carers files.
3. Accept and commit to the principles underlying the School’s Equal Rights policies and practices.
4. Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
5. To ensure the health and safety of self and others.
6. Must be legally entitled to work in the UK.

**PERSONNEL SPECIFICATION:**

***Essential (E) on taking up post or Desirable (D) to develop as required after taking up post***

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|  | **ESSENTIAL (E)/DESIRABLE (D)** |
| **Experience:** | * Proven record of success as an outstanding Teacher (E) * An understanding and demonstration of barriers to learning and how those may be overcome (E) * Experience of managing pupil performance and intervention strategies to raise performance (E) * Previous teaching within special school or an appropriate phase of education (E) * Experience/knowledge of safeguarding and additional educational needs (E) * Experience of working alongside others to achieve learning objectives (E) * Leading and management of staff or others (D) * Appraisal and management of staff (D) * Provide evidence of having previously spoken fluently to customers at an Advanced Threshold Level (E) |
| **Qualifications/**  **Training:** | * Honours degree or equivalent in relevant subject (D) * Qualified Teacher Status (E) * Professional qualification or relevant experience (D) * Qualification in SEND (D) * Qualified trainer in an area appropriate to the needs of school (D) * Willing to undertake continued professional development, researching, attending courses and keeping up to date with education trends to maintain and develop their professional knowledge and skills as part of their commitment to Quality First Teaching (E) |
| **Knowledge/ Skills:** | * Ability to communicate effectively with a range of internal and external stakeholders (E) * Excellent literacy, numeracy and IT skills (E) * In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Advanced Threshold Level. (E) * Knowledge of the statutory requirements for education and their role in supporting teaching and learning including the National Curriculum, National Progression Standards, Teacher Standards, Teachers Pay and Conditions, SEN Code of Practice, OFSTED inspections and the Education Acts, (D) * Local, national and international trends in education (D) * Factors that can influence school improvement (D) * Knowledge of expected behaviours and professional conduct including those linked to the latest Teacher Standards. (E) * Has good time management skills, to support their own work-life balance. (E) |