JOB PROFILE

Department:	Education	
Job title:	Teacher	
Reports to:	SLT	
Responsible for:	N/A	
Level/Grade:	**Hours of work:** Full time	**Salary Scale:** MPS/UPS

Job Purpose:

To carry out the duties of a schoolteacher as set out in the School Teachers' Pay and Conditions Document 2006 or its successor documents.

Job Description

Key Accountabilities:

- Teaching & Learning
- Curriculum Development
- Assessment and Pupil Progress
- Behaviour Management
- Multi-disciplinary working
- Opportunities for personal and academic growth
- Other

Main Duties and Activities

1. **Teaching and Learning**

- To take responsibility as a Class Teacher for a class group.
- To take a full part in the teaching of pupils according to the published timetable.
- To produce specific educational programmes for pupils, to ensure that lessons are well prepared.
- To ensure a high quality learning experience for pupils and demonstrate high expectations for pupils learning.
- To use a variety of delivery methods which stimulate learning appropriate to pupil needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures and to encourage good practice with regard to punctuality, behaviour and standards of work.
- To mark, level and give written / verbal feedback.
- To consult with the Headteacher and the Senior Leadership Team and others on matters of education.
- To take part in liaison activities such as open days, review days and liaison events with other schools.
- To embed English, Maths and Computing throughout the curriculum.
- Participating in and organising extracurricular activities, such as outings, social activities and sporting events.
- Supervise the work of teaching assistants and support the work of trainee teachers and newly qualified teachers (NQTs) where required.

2. Curriculum Development

- To have responsibility for the development and leading a Curriculum subject within the school in line with the requirements of the National Curriculum.
- To lead the development of appropriate syllabuses, resources, schemes of work, assessment and teaching strategies within the designated Curriculum area.
- To work with colleagues to formulate aims and objectives for the Curriculum area which have coherence and relevance to the needs of the pupils and the aims and objectives of the school.
- To take responsibility for the ordering and control of materials and equipment for the Curriculum area.
- To participate in the monitoring and evaluation of the curriculum area in line with agreed school procedures including evaluation against quality standards and performance criteria.
- To seek and implement modification and improvement where required within the curriculum area.
- To contribute to the development of effective subject links with external agencies.

3. Assessment and Pupil Progress

- Make accurate and productive use of assessment to inform teaching and to evaluate pupil progress.
- To track pupil progress and ensure that adequate records of pupils' progress are maintained and use the information to inform teaching and learning.
- To undertake assessment of pupils as requested by external examination bodies, and school procedures.
- To contribute to the Annual of Review of Statement of Special Educational Needs.
- To produce half-termly, termly and annual reports on pupil progress.
- To maintain appropriate records and to provide relevant, accurate and up-to-date information for management information systems.

4. Behaviour Management

- Establish and maintain a safe environment and purposeful working atmosphere which supports learning and in which pupils feel secure and confident.
- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- Manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective behaviour management strategies.
- Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage all staff and pupils to follow this example.

5. Multi-disciplinary working

- To form professional working relationships with all staff in school and with external agencies who contribute to the child's care and educational needs.
- To be aware of the organisation and content of the Residential Social Care departments programmes and other areas of specialisation within the school so as to be able to liaise and work effectively with colleagues.
- Where appropriate, to communicate and cooperate with persons and bodies outside the school in accordance with school and company policy.
- To form effective and productive working relationships with parents and carers as appropriate.
- To actively promote the school and company corporate policies.
- To ensure the effective / efficient deployment of classroom support.
- Participate in departmental meetings, parents' evenings and whole school training events.
- Liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers and therapists.

6. Continuing Professional Development

- To take part in the school's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in relevant areas including subject knowledge and teaching methods.
- To engage in the Performance Management Review process.
- Undergo regular observations and participating in regular in-service training (INSET) as part of continuing professional development (CPD).

7. Other

- Promote the welfare of children and young people and at all times and ensure safeguarding policies and procedures are followed.
- To work as a member of the staff team to contribute positively to effective working relationships within the school.
- To carry out such other duties as could be expected of the Schoolteacher in a Special School.
- To undertake any other duties as specified by STPCB not mentioned above.

Person Specification	
Criteria	**Essential = E** **Desirable = D**
Qualifications and Training	
• Teaching qualification and Qualified Teacher Status (QTS) • Good Honours Degree • Further relevant training in special educational needs	E D D
Knowledge and Experience	
• Proven track record of outstanding teaching • Teaching pupils with SEN • Working with children and families from a variety of cultural backgrounds • Good understanding of curriculum developments • Theoretical knowledge and experience of behavioural management and therapeutic approaches • Residential Special School experience • Managing SEMH and /or ASD pupils with challenging behavior • Experience of working as part of a multi disciplinary team	E E E E E D D D
Skills and Abilities	
• Knowledge and application of a range of teaching and learning strategies • Excellent classroom practice • Evidence of effective behaviour management strategies • Good communication skills • Competence with ICT • Demonstrated ability to relate well to parents and other agencies	E E E E E E
Personal Attributes	
• Enthusiasm and drive for working in a residential BESD school • Ability to work independently and collaboratively as a member of a team • Reliability and integrity • Effective organization and planning skills • Creativity in problem solving and a willingness to try new approaches • Ability to promote the positive image of the school • Self motivated and able to work unsupervised • Willing & quick to learn new skills & procedures • Excellent health and attendance record • A positive and flexible attitude to work • A commitment to equality and diversity • Good sense of humor.	E E E E E E E E E E E E D
Date updated: March 2020	