

Job Description

Date last reviewed – March 2019

Position: Pre-Threshold Teacher
Grade: TMS 1-6 plus SEN 1 allowance
Hours: A teacher employed full-time must be available for work for 195 days, of which:
a) 190 days must be days on which the teacher may be required to teach pupils and perform other duties; and
b) 5 days must be days on which the teacher may only be required to perform other duties; and those 195 days must be specified by the employer or, if the employer so directs, by the headteacher.
A full-time teacher must be available to perform such duties at such times and such places as may be specified by the headteacher for 1265 hours, to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.
Full details are available in the Standard Teachers Pay and Conditions Document.

General Details:

The details of your general duties are set out in this job description but actual duties will vary in accordance with the age and needs of the pupils.

The days of work through the year are to be agreed with the Headteacher / Governing Body.

It is expected that you will adhere to professional standards and school policy and procedures at all times.

Relationships:

- The post holder is directly responsible to the Assistant Head teacher
- The post holder will directly lead and line manage a team of support staff

Job Purpose:

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Head Teacher.

This description is not exhaustive. It is intended to give a general outline of the current duties and responsibilities and will be reviewed periodically with your line manager.

Tasks and Accountabilities:

a) Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed
- setting tasks which challenge pupils and ensure high levels of interest
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment
- identifying special needs or aptitudes
- providing clear structures for lessons maintaining pace, motivation and challenge
- making effective use of assessment and ensure coverage of programmes of study

- ensuring effective teaching and best use of available time
- maintaining a positive classroom environment and discipline in accordance with the school's procedures, encouraging good practice with regard to punctuality, behaviour, standards of work and homework (where applicable)
- using a variety of teaching methods to

i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary

ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions

iii. select appropriate learning resources and develop study skills through library, ICT and other sources ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;

evaluating own teaching critically to improve effectiveness; ensuring the effective and efficient deployment of classroom support

b) Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress
- assess and record pupils' progress systematically and keep records to check work is understood and completed monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- undertake assessment of students as requested by examination bodies, departmental and school procedures
- prepare and present informative reports to parents

c) Curriculum Development

- have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance
- work in collaboration across all key stages to ensure the pupils are prepared for the next stage of learning.
- contribute to the whole school's planning activities

d) Pastoral Duties

- be a class teacher to an assigned group of students
- promote the general progress and well-being of individual students and of the class as a whole
- liaise with the senior staff and the Pastoral team to ensure the implementation of the school's pastoral system
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
- prepare, or contribute to the preparation of, IEPs, Annual Reviews, Progress Files and other reports
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff
- contribute to PSD (Personal and Social Development) and citizenship activities according to school policy

e) Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- know subject(s) or specialism(s) to enable effective teaching
- establish effective working relationships and set a good example through their presentation and personal and professional conduct
- endeavour to give every child the opportunity to reach their potential and meet high expectations
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- take part in liaison activities such as Open Evenings, Parents Evenings, Annual Reviews and events with partner schools
- take responsibility for own professional development and duties in relation to school policies and practices
- liaise effectively with parents and governors

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This description is not exhaustive. It is intended to give a general outline of the current duties and responsibilities and will be reviewed periodically with your line manager.

Other Duties:

Participating in after school events where relevant.

The post holder will be expected to undertake other duties, commensurate with the post, which your direct line managers or members of the Leadership Team may reasonably and occasionally require.

Voluntary Tasks:

Voluntary tasks such as attending overnight on class residential trips.

Minibus Driving (for some staff)

Explanatory Notes:

Woodlands Meed School offers all staff Professional Development Reviews with an agreed line manager. The main aim of this is to identify areas of success and for professional development / individual training needs. These PDRs will be scheduled annually as a minimum requirement, but ideally there should be a termly meeting and regular informal discussion.

This job description and allocation of particular responsibilities may be reviewed and amended following consultation. Such a review will take place as part of the Professional Development Review cycle and at any other time on request.

Agreed Job Description:

Signed: _____ Date: _____

Signed: *Headteacher* Date: _____

Signed: *Agreed Reviewer on appointment* Date: _____

*Agreed Reviewer may be changed at a later date

Person Specification for Pre Threshold Teacher at Woodlands Meed

	Essential	Desirable	How tested
Qualifications			
Qualified Teacher Status / GTC Registered <i>or in exceptional circumstances alternative qualifications for UQT appointments (e.g. for GTP training)</i>	X		Application and CPD record
Good honours degree		X	Application and CPD record
Appropriate professional updating		X	Application and CPD record
Experience			
Experience of working with children and young people aged 2-19 with special educational needs	X		Application /interview
Experience of working with children and young people aged 2-19 with special educational needs in a special school setting		X	Application /interview
Skills and Qualities			
Good organisational skills	X		Application /interview
Good oral and written communication skills	X		Application /interview
A good level of numeracy	X		Application /interview
Ability to work proactively	X		Application /interview
Good general IT skills so can use ICT effectively to support learning including use of other technology – camera, photocopier	X		Application /interview
Ability to relate well to children and adults	X		Application /interview

	Essential	Desirable	How tested
			w task
Knowledge and Understanding			
Have a detailed knowledge and of the relevant aspects of National Curriculum, and/or Early Years Foundation Stage and other statutory requirements	X		Applicati on /intervie w
Understand how pupils' learning is affected by their physical, intellectual, emotional and social development	X		Applicati on /intervie w
Knowledge of appropriate assessment approaches for the relevant Key Stage or Early Years Foundation Stage		X	Applicati on /intervie w
Knowledge of the national and local issues regarding special educational needs, inclusion and special school provision		X	Applicati on /intervie w
Planning, Teaching and Class Management			
Commitment to the promotion of social and emotional development, positive behaviour and preparation for adulthood	X		Applicati on /intervie w
Able to plan effectively to ensure that all pupils, regardless of ability, race, ethnicity, religion, gender or home language, can meet their full potential	X		Applicati on /intervie w
Able to secure a good standard of behaviour in the classroom by establishing appropriate rules and high expectations of behaviour within the context of the school's behaviour policy	X		Applicati on /intervie w
Experience of promotion of social and emotional development, positive behaviour and preparation for adulthood		X	Applicati on /intervie w
Ability to use ICT to plan and deliver curriculum where appropriate- relevant school related ICT training or similar competence		X	Applicati on /intervie w
Interest in identification of Special	X		Applicati

	Essential	Desirable	How tested
Educational Needs, assessment and planning for SEN			on /interview
Monitoring, Assessment Recording Reporting and Accountability			
Ability to assess pupil achievements accurately	X		Application /interview
Be able to set clear targets for pupil achievement	X		Application /interview
Know how to present reports and information to parents and carer	X		Application /interview
Be able to liaise effectively with parents. carers and care staff	X		Application /interview
Ability to liaise appropriately with other agencies and wider community	X		Application/Interview
Experience or understanding of effective teaching strategies for pupils with SEN		X	Application /interview
Ability to use ICT to record pupil assessments and review progress		X	Application /interview
Other professional requirements			
Ability to line manage a teaching assistant and liaise with other support staff, involving them, where applicable, in planning and management of pupils learning	X		Application /interview
Ability to work well in a team	X		Application /interview
Ability to take responsibility for managing own professional development	X		Application /interview

	Essential	Desirable	How tested
			w
Able to take responsibility for implementing school policies and practices	X		Application /interview
Ability to select teaching materials appropriately and make good use of resources	X		Application /interview
Experience of managing support staff in a special school or mainstream school context		X	Application /interview
Ability to safeguard and promote the welfare of children including: <ul style="list-style-type: none"> • Ability to form and maintain relationships and personal boundaries. • Emotional resilience in working with challenging behaviour or difficult situations requiring tact and confidentiality. • Appropriate attitudes to care, use of authority and maintaining good pupil behaviour. 	X		Application /interview