

Job Description

Date last reviewed – March 2019

Position: Post-Threshold Teacher

Grade: UPS 1-3 plus SEN 1 allowance

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 including Higher Level Teaching Assistants and Teaching Assistants

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.

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has pupils who achieve well.

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.

In fulfilling the requirements of the post, the teacher will demonstrate essential professional characteristics (see Professional Standards for Teachers- Post Threshold Standards), and in particular will:

- Inspire trust and confidence in pupils and colleagues
- Build team commitment with colleagues and in the classroom
- Engage and motivate pupils
- Demonstrate analytical thinking

- Improve the quality of pupils' learning
- Contribute to the school improvement / development planning and promote the learning priorities of the school development plan
- Contribute to the development and / or implementation of school policies
- Use the performance management process to advance pupil learning and enhance professional practice in line with the school's aspirations and priorities
- 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.
- Promote the wider aspirations and values of the school

Tasks and Accountabilities:

a) Planning, Teaching and Class Management

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

- understanding and applying effective classroom management
- understanding and applying a range of teaching strategies
- positively targeting and supporting individual learning needs
- maintaining high levels of behaviour and discipline
- effectively using homework and other extra-curricular learning opportunities
- demonstrating appropriate consistent progress for the majority of pupils across all teaching areas and all spectrums of background, ability and behaviour that compares favourably with pupils in similar settings
- effectively managing other adults on the classroom

b) Monitoring, Assessment, Recording, Reporting

- use performance data to evaluate pupils' progress and set appropriate targets for improvement
- use assessment to inform planning and teaching
- report on progress to all stakeholders

c) 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
- Maintain an up to date knowledge of good practice in teaching techniques
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider curriculum developments
- Communicate learning objectives
- Undertake professional development to enhance teaching and pupils' learning, and apply outcomes and identify impact, share outcomes with colleagues
- Take responsibility for professional learning

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:

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:	<i>Headteacher</i>	Date:
Signed:	<i>Agreed Reviewer on appointment</i>	Date:

*Agreed Reviewer may be changed at a later date

Person Specification for POST THRESHOLD TEACHER

	Essential	Desirable	How tested
<u>Qualifications and Professional Development</u>			
Qualified Teacher Status / GTC Registered	X		Application and CPD record
Good honours degree		X	Application and CPD record
Appropriate professional updating	X		Application and CPD record
Successful Threshold Assessment to progress to UPS	X		Application and CPD record
Successful and sustained teaching experience, across relevant Key Stages/PMLD/EYFS	X		Application and CPD record
Evidence of sustained participation in professional development, especially special educational needs programme or similar.	X		Application and CPD record
Team Teach (positive handling) trained or willingness to train	X		Application and CPD record
Trained in Moving and Handling or willingness to train		X	Application and CPD record
Trained in or willingness to train in Communication approaches	X		Application and CPD record
<u>Experience</u>			
Experience of working with children and young people aged between 2 and 19	X		Application /interview
Experience of successful teaching of pupils with a wide range of SEN	X		Application /interview
Experience of working with children and young people aged between 2-19 with special educational needs in a special school setting		X	Application /interview
<u>Skills and Qualities</u>			
Good oral and written communication skills	X		Application /interview
Able to manage pupil behaviour effectively.	X		Application /interview
Evidence of curriculum leadership and development appropriate to the key responsibilities.	X		Application /interview
Ability to work proactively	X		Application

	Essential	Desirable	How tested
			/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
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		Application /interview
Understand how pupils' learning is affected by their physical, intellectual, emotional and social development	X		Application /interview
Knowledge of appropriate assessment approaches for the relevant Key Stage or Early Years Foundation Stage	X		Application /interview
Knowledge of the national and local issues regarding special educational needs, inclusion and special school provision	X		Application /interview
Planning, Teaching and Class Management			
Commitment to and experience of the promotion of social and emotional development, positive behaviour and preparation for adulthood	X		Application /interview
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		Application /interview
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		Application/ Interview
Ability to use ICT to plan and deliver curriculum where appropriate- relevant school related ICT training or similar competence	X		Application /interview
Interest in identification of Special Educational Needs, assessment and planning for SEN	X		Application /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 carers	X		Application /interview
Be able to liaise effectively with parents, carers and care staff	X		Application /interview
Ability to liaise appropriately with other	X		Application/

	Essential	Desirable	How tested
agencies and wider community			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 and leading a team	X		Application /interview
Ability to take responsibility for managing own professional development	X		Application /interview
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
Knowledge and understanding of safeguarding practice	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