



Rosehill School Teacher Job Description

Job title:	Teacher
Salary and grade:	MPS
Responsible to:	All staff are ultimately responsible to the Headteacher - You will be line managed and performance appraised by the Phase Leader in charge of your Key Stage in respect of all professional duties - The Deputy Headteacher will oversee and monitor your professional duties and your overall effectiveness, in respect of teaching and conduct, and provide feedback to you and your assigned line manager through a range of Quality Assurance Cycle activities

Supervisory responsibility: The supervision of the work of teaching assistants in their class team

This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.

A/ Responsibilities

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how your pupils learn and how this impacts on the adaptations to your teaching and your team's specialist support
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of all areas of national curriculum, as well as the holistic curriculum areas used at Rosehill School, foster and maintain pupils' interest in the specific curriculum areas, and address any misunderstandings
- demonstrate a critical understanding of developments in the holistic curriculum and all the subjects within it, and promote the value of scholarship
- demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics, as well as other approaches to the development of reading
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and pupils' intellectual curiosity
- set home-based learning projects/activities and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. Through that, engage families in home-based learning which can enhance embedding, and furthering of knowledge and skills
- reflect systematically on the effectiveness of lessons and approaches to teaching
- under the direction of the leadership team, contribute to the design and resourcing of an engaging curriculum within the school.

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to adapt appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with complex special educational needs and disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- engage fully with internal and external moderation activities and implement agreed changes to assessment.

7. Manage behaviour effectively to ensure a good and safe learning environment

- embrace fully the school's Positive Behaviour Support culture, policy and practice
- be curious and inquiring about pupils' behaviours, seeing them all as a form of communication of needs
- have clear communication, rules and routines in the classroom, taking personal responsibility for promoting good and courteous behaviour in the classroom and around the school. Use a range of positive behaviour support strategies, consistently
- have high expectations of your own and others' behaviour, and establish a warm, open, communication friendly and therapeutic classroom climate
- manage teaching and learning effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively at all times.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for constant development of your own teaching through appropriate professional development and by responding to advice and feedback from colleagues
- communicate effectively with families with regard to pupils' achievements and wellbeing, including leading meetings with families and other professionals aimed at helping pupils succeed. This includes chairing of review meetings and multidisciplinary groups aimed at supporting the pupils in our care and their families, if applicable
- attend extracurricular activities, including local trips, residential trips, and occasional "after hours" extra-curricular activities/ school functions.

B/ Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

C/ Practical Duties as a Teacher at Rosehill School

Teaching

- Plan and prepare lessons in accordance with the defined curriculum of the school
- Teach, according to their educational needs, the pupils assigned to you, including the setting and marking of work to be carried out by pupils at school
- Evaluate teaching critically to improve effectiveness and systematically refine planning
- Take account of pupils' prior levels of attainment and use them to set targets for future improvements
- Set appropriate and challenging expectations for pupils' learning
- Set high expectations for pupils' behaviour by establishing a purposeful working atmosphere in accordance with the school's behaviour principles and positive behaviour policy
- Maintain good discipline by adherence to the advice and guidelines given to staff in the behaviour policy
- Deliver interesting and challenging lessons
- Ensure appropriate supplementary documentation is produced to remove barriers to learning. These may include Individual Behaviour Plans, Risk assessments, Health Care Plans, etc
- Provide guidance and advice to pupils/ parents on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions.

Assessment, Recording and Reporting

- Assess, record and report on the development, progress and attainment of pupils
- Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and written feedback and clear targets for future learning, as appropriate
- Carry out assessment programmes (e.g., EHCP progress reports) as agreed by the school
- Complete pupils' records of achievement/ progress files in line with policy and as specified in the published calendar
- Communicate and meet with pupils' families regularly including attending the appropriate Parents' Evenings/ progress meetings, to keep parents informed to the progress of their child
- Chair and report the Annual Reviews and other associated transitional meetings, as required.

Pastoral Work

- Promote the general progress and wellbeing of individual pupils and any class or group of pupils assigned to you
- Communicate and co-operate with persons or bodies outside the school and participate in meetings arranged for such purposes in consultation with the Phase Leader/ Senior Leadership Team.

- Manage the home/ school communication system and communicate and consult with the families or carers of pupils in consultation with the relevant Phase Leader/ Senior Leader.

Leadership and Management

- To be accountable for the pupils in the allocated class and start to develop wider leadership responsibility in order to prepare for future career development
- Under the direction of the Curriculum Leader, to lead a curriculum subject, and develop schemes of work, training and professional development in the school
- Liaise with colleagues to embed wider pupils' targets into teaching practice
- Take responsibility leading school trips or visits, as defined in the school's Educational Visits Policy, where the teacher has agreed to be involved with such a trip or visit
- Line manage and appraisal of TAs.

Professional Standards

- Support the aims/ vision of the school and uphold the schools code of conduct
- Treat all members of the community, colleagues and pupils, with respect and consideration
- Treat all pupils fairly, consistently and without prejudice
- Set a good example to pupils in terms of appropriate dress, standards of punctuality and attendance
- Take responsibility for own professional development and participate fully in the schools CPD programme
- Participate in arrangements for your appraisal and that of other staff
- Reflect on own practice as well as the practices of the school, with an aim of improving all that we do (demonstrating a positive, can-do attitude)
- Read and adhere to the various policies and practices of the school
- Participate in the management of the school by attending various staff meetings
- Ensure that all deadlines are met as published in the school calendar
- Undertake other professional duties that may be reasonably assigned to them by the Headteacher
- Play a full and active role in the development of the school including department and whole school development plans. Be aware of and implement national developments in best practice.

Safeguarding and Health and Safety

In particular, you are responsible for the safeguarding and health and safety of pupils in a class assigned to you either on the timetable or as emergency cover. You will:

- safeguard all pupils in your care, including proactive leadership of individual risk assessment, Signs of Safety, Early Help and any family support interventions
- be proactive and take responsibility for matters relating to Safeguarding and Health and Safety, on the school premises and when they are engaged in authorised school activities elsewhere
- provide a safe environment in which children can learn, and maintain good order and discipline among the pupils
- undertake all relevant Safeguarding training (regular ongoing training)
- be familiar with key policies and ensure you know the steps to take should you be made aware of a safeguarding or child protection concern, including reporting to a Designating Safeguarding Lead
- remain vigilant and act swiftly if you have concerns about a child and be an appropriate role model for both children, young people and colleagues at all times
- promote children's welfare and prevent concerns from escalating.

Any staff member who has any concerns about a child's welfare should follow the processes set.

Special Conditions

This job description is not your contract of employment. It has been prepared for the purpose of school organisation and may change either as your contract changes, or if the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed, but it will be reviewed annually as part of the appraisal process or as appropriate.

Person Specification

This person specification should be read in conjunction with the latest *School Teachers' Pay and Conditions Document*. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. **'This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.'**

Qualifications	Essential	Desirable
Qualified teacher status	✓	
Evidence of/ commitment to continuing professional development	✓	
Recent training in specific areas of special education needs and disabilities	✓	
Evidence of wider professional development		✓
Experience	Essential	Desirable
Successful experience of teaching within the SEND environment		✓
Proven record of raising attainment	✓	
Experience of promoting positive behaviour conducive to learning and which is focused on raising standards	✓	
Experience of promoting highly effective communications within and between teams and other key stakeholders	✓	
Experience of working with and developing links with the wider community		✓
Professional Knowledge, Skills and Aptitudes	Essential	Desirable
A high-quality teacher	✓	
Able to identify learning needs and plan to meet these through a range of strategies	✓	
Management and experience of individualised curriculum planning	✓	
Knowledge of key issues in autism education		✓
Knowledge of the latest subject specific thinking, including research and subject associations		✓
Understanding of a diverse range of teaching and learning strategies relevant to meet the needs of autistic learners		✓
Understanding and implementation of eclectic communication strategies	✓	
Understanding of equality, diversity, Fundamental British Values and how they can be effectively promoted in a school	✓	
Good understanding of effective procedures for managing and promoting positive behaviour among pupils	✓	
Good understanding of the role of parents and the community in school improvement and how this can be practised and developed	✓	
Experience of using performance data to support, monitor, evaluate and improve pupil performance	✓	
Ability to successfully manage teaching assistants within the class team		✓
Excellent written, presentational, communication and confident use of information and communication technology	✓	
Maintain safe working practices under the safeguarding, child protection and keep children safe agenda	✓	
Up to date knowledge of OFSTED requirements		✓

Personal Qualities	Essential	Desirable
Ability to promote the school's positive culture, aims and vision positively	✓	
Ability to develop good personal relationships within a team	✓	
Ability to establish and develop close relationships with parents, governors and the community	✓	
Ability to communicate effectively	✓	
Ability to create a happy, challenging and effective learning environment	✓	
Enthusiasm, determination and drive to inspire others to achieve high standards	✓	
A solution-focussed mind-set and determined "no-excuses" approach to raising standards	✓	
A lively, creative and good-humoured approach	✓	
Organised, positive, and able to prioritise and work to deadlines	✓	
Excellent attendance and punctuality record	✓	
Excellent professional appearance, conduct and demeanour	✓	
To act with integrity, commitment, enthusiasm and loyalty	✓	
Self-motivating and resilient	✓	
Ongoing relevant professional self-development and reflective practice	✓	

Signature of Post Holder _____ Date _____

Signature of Headteacher _____ Date _____