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| **Role** | **Grade** | **Location** | **Reports to** |
| Teacher | Teachers Main Scale | Pioneer House High School | SLT and Headteacher |

**Role Purpose**

To teach outstandingly well so that pupils and students who have severe, profound or complex learning difficulties often with associated challenging behaviour make outstanding progress. You will be a member of a department team and will teach within your department and in other departments as required. You will also be a member of a particular interest group e.g. more independent learners working on a modified national curriculum. You will also develop skills to share responsibility for a curriculum area.

**Main Accountabilities**

The professional duties of a teacher are those set out in the Teachers Pay and Conditions of Employment Act, together with the additional duties set out by the Governors of the school.

1. To promote the School’s Equal Opportunities Policy and other policies set out by the Governors of the school.

**Teaching**

2. To assess the needs of pupils/students and plan individual learning targets and individual educational programmes to meet their needs in line with the school’s assessment policies.

3. To assess the effectiveness of the individual targets you have set, and use competently AfL techniques.

4. To teach groups of pupils/students and subjects as required using Learning Plans and relevant teaching and learning strategies so that students make outstanding progress.

5. To lead and coordinate the work of the staff in your class and in your tutor group, and curriculum area so that they are highly effective.

7. To consistently and effectively plan lessons and a series of lessons to meet individual and group learning needs.

8. To make use of the resources within school and the community by organising educational visits to support areas of the curriculum.

9. To attend and as required lead, appropriate meetings about pupils/students you teach.

10. To use Computing to support teaching and learning in all areas.

11. To ensure that all students in all lessons make the best possible progress and to be accountable for pupil progress and rate of pupil progress.

**Tutor Role**

12. To ensure individual targets are set in each curriculum area each term, and that the end of year report is completed for all pupils/students in your tutor group.

13. To ensure behaviour improvement plans are in place for your tutor group.

14. To lead the statutory annual education review for pupils as requested.

15. To ensure that staff throughout the school understand the behaviour plans and risk assessments, feeding and other specific needs of pupils in your tutor group.

16. To attend, as required, appropriate meetings about pupils/students.

**Record Keeping**

17. To use ICT and appropriate systems to keep pupil/student records up to date by implementing the record keeping systems used in school.

18. To record on a daily basis to support end of term assessments and to use the school data base for assessment processes.

**Home/School Links**

19. To maintain contact with parents, carers through the home-school diary and other contacts.

20. To be present and contribute to parents’ meetings, parents’ evenings and open days for parents.

**Curriculum Management**

21. To take on responsibility as a part of a curriculum team for the management and organisation of an agreed area of the curriculum.

22. To manage the budget as part of the curriculum team for that area(s) of the curriculum.

23. To be responsible for supporting progress of pupils outside of their own class in their curriculum area.

**Staff Development**

24. To take an active part in the School’s Professional Development Programme taking responsibility for own development portfolio and using outcomes to support and improve your teaching.

25. To be responsible for own Professional Development Review in line with the school’s appraisal systems and to provide appropriate written evidence.

26. To be responsible for effectively developing the TAs you work with as part of your class team.

**Inclusion**

27. To be actively involved in promoting and supporting inclusive experiences for all pupils both inside and outside of school.

28. To be able to lead relevant sessions in mainstream high schools as appropriate as part of our outreach work.

**All employees in the Trust are expected to:**

* Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement
* Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
* Promote and act in accordance with the Code of Conduct and key policies including the Trust’s Safeguarding Policy, Health and Safety Policy, Equality Policy and Data Protection Policy
* Effectively represent the Trust when liaising with contractors and outside agencies/organisations
* Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
* Demonstrate a commitment to continuous professional development
* Carry out duties other than those listed in the job description at an appropriate level, where the post holder has appropriate qualifications and has received appropriate training

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| **Person Specification** | **Essential / Desirable** | **Assessment stage** |
| **Qualifications** | | |
| To have a teaching qualification recognised by the DfE | Essential | Application, Pre-employment checks |
| **Knowledge and Experience** | | |
| The ability to assess the educational needs of pupils with severe and profound learning difficulties | Essential | Application, Interview |
| The ability to plan individual learning targets, group work and class work that will be carried out personally and by other staff to ensure that pupils make outstanding progress | Essential | Application, Interview |
| The ability to monitor and adjust the pupils’ work in line with their progress and to use appropriate teaching strategies | Essential | Application, Interview |
| The ability to communicate effectively and in a variety of ways with colleagues, parents and other professionals | Essential | Application, interview |
| The ability to organise the classroom to ensure a stimulating or appropriate learning environment which uses the resources within school | Essential | Application, Task, Interview |
| The knowledge to deliver the National Curriculum | Essential | Application |
| The ability to lead and effectively deploy a class team and to work as part of a department team. To listen and respond appropriately to discussion and negotiation | Essential | Application, Task |
| To have a commitment to develop in inclusion for pupils with severe learning difficulties | Essential | Application, Interview |
| To have knowledge of recent legislation and developments on education | Essential | Application |
| The ability to assess the educational needs of pupils with severe and profound learning difficulties | Essential | Application, task, Interview |
| The ability to plan individual learning targets, group work and class work that will be carried out personally and by other staff to ensure that pupils make outstanding progress | Essential | Application, task, Interview |
| The ability to monitor and adjust the pupils’ work in line with their progress and to use appropriate teaching strategies | Desirable | Application, Interview |
| The ability to communicate effectively and in a variety of ways with colleagues, parents and other professionals | Desirable | Application, Interview |
| The ability to organise the classroom to ensure a stimulating or appropriate learning environment which uses the resources within school | Desirable | Application, task, Interview |
| The knowledge to deliver the National Curriculum | Essential | Application, Interview |
| The ability to lead and effectively deploy a class team and to work as part of a department team. To listen and respond appropriately to discussion and negotiation | Desirable | Interview, task |
| To have a commitment to develop in inclusion for pupils with severe learning difficulties | Essential | Application, task, interview |
| To have knowledge of recent legislation and developments on education | Desirable | Application |
| To use personal ICT skills to support teaching and learning and record keeping | Essential | Application task, interview |
| **Behaviours and Values** | | |

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| Demonstrates a collaborative, team working approach focused on improvement and supporting the vision, values and objectives of the organisation | Essential | Application, Interview |
| Demonstrate a commitment to appropriate professional standards, including core policies relating to equality and diversity and child protection | Essential | Application, Interview |
| Demonstrate a commitment to maintaining and developing professional knowledge and skills | Essential | Application, Interview |
| Tact and diplomacy in interpersonal relationships with all stakeholders | Essential | Application, Interview |
| To be flexible and able to adapt and prioritise appropriately | Essential | Application, Interview |
| Effective staff motivation and development, including establishment of a positive performance management culture | Essential | Application, Interview |