

## **Job Description**

**Job Title:** Teacher

**Salary scale:** £24,533.00 - £33,420.00 (dependent on qualifications and experience)

**Overall Purpose:** To maximise the achievement of all children in your charge, to be responsible for these children's safety and welfare, to plan and organise effective teaching and learning using the systems in place in school.

**Responsible to:** Head Teacher, Management Board and Proprietor,

**Reports To:** Head Teacher

### **Main job purpose and responsibilities**

1. The Teacher shall carry out the duties of the role as set out in this Job Description which has been devised in conjunction with the Person Specification for this position.
2. The Teacher will make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers must act with honesty and integrity; have strong subject knowledge; keep their knowledge and skills as teachers up-to-date; forge positive professional relationships and work with parents/carers in the best interests of their students.
3. A teacher must, set high expectations which inspire, motivate and challenge students; establish a safe and stimulating environment for students, rooted in mutual respect; set goals that stretch and challenge students of all backgrounds, abilities and dispositions; demonstrate consistently the positive attitudes, values and behaviour which are expected of students.
4. Promote good progress and outcomes of students, be accountable for students' attainment, progress and outcomes; be aware of students' capabilities and their prior knowledge, and plan teaching to build on these; guide students to reflect on the progress they have made and their emerging needs; demonstrate knowledge and understanding of how students learn and how this impacts on teaching; encourage students to take a responsible and conscientious attitude to their own work and study.

5. Demonstrate good subject and curriculum knowledge, have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject and address misunderstandings; demonstrate a critical understanding of developments in the subject and curriculum areas 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; demonstrate a clear understanding of appropriate teaching strategies.
6. Manage behaviour effectively to ensure a good and safe learning environment, have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy; have high expectations of behaviour and establish a framework for discipline with a range of strategies using incentives, sanctions and rewards consistently and fairly; manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them; maintain good relationships with students, exercise appropriate authority and act decisively when necessary.
7. Plan and teach well-structured lessons, impart knowledge and develop understanding through effective use of lesson time; promote a love of learning and children's intellectual curiosity; set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired; reflect systematically on the effectiveness of lessons and approaches to teaching; contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
8. Adapt teaching to respond to the strengths and needs of all students, know when and how to differentiate appropriately, using approaches which enable students to be taught effectively; have a secure understanding of how a range of factors can inhibit students' 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 students' education at different stages of development; have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

9. 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 improving teaching through appropriate professional development, responding to advice and feedback from colleagues; communicate effectively with parents with regard to students' achievements and well-being.
  
10. 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.
  - a. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour within and outside school by: treating students with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a teacher's professional position;
  - b. having regard for the need to safeguard students' well-being in accordance with statutory provisions;
  - c. showing tolerance of and respect for the rights of others;
  - d. 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;
  - e. ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
  
11. 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; must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

#### **Main responsibilities and duties**

1. Promote improved attendance, re-integration to school and progression to further education and training;
2. Promote socially responsible behaviour;
3. Deliver educational services to each student (some of whom may be home based) against an agreed Educational Plan.
4. Ensure that working in partnership with other professionals is maximised, so that students have their needs addressed by the appropriate involvement of other agencies;
5. Take an active and positive role in the school's commitment to the development of staff and their annual review procedures; promote continuous improvement against evidenced outcomes;
6. Ensure that all activities operate in accordance with statutory obligations and appropriate commissioning, especially where third party agencies are engaged;

7. Have regard to all DFE Statutory Guidance concerning the school and provision for students with medical difficulties and work to ensure compliance with legislation concerning full-time provision;
8. Take an active role in preparing for external inspection (including LA's & Ofsted Inspections);
9. Promote a culture of collaborative working between the school and other learning / educational establishments
10. Promote and safeguard the welfare of children and young people in accordance with the schools safeguarding and child protection policy;
11. Be responsible for ensuring data quality and as such the integrity of management information through the proper use and safekeeping of data and record systems both manual and computerised;
12. Any other reasonable duties commensurate with the nature and grade of the post.

### **Resources**

1. Ensure safe and efficient use of the school and other hired or leased premises;
2. Deploy staff and learning resources effectively, ensuring value for money;
3. Be responsible for a fully delegated budget and for the management of place and place-plus funding.

### **Working Environment**

Predominantly classroom based but with travel to other learning centres, schools and other provisions and to work with other agencies.

Attendance may be required at a range of locations

### **Contacts & relationships**

The post holder will have daily contact with children and young people, many of whom will have experienced difficulties in conducting themselves appropriately in educational settings. The post holder will need to engage positively with disaffected children and young people and those with significant educational needs and be creative and child-centred in approach.

There will be significant contact with members of teams from Children's Services and other agencies and with other stakeholders, including Lead Teachers and school inclusion leaders.

### **Work Demands**

Conflicting demands and challenging deadlines are a regular feature of the post.

The school experiences high levels of student mobility; the post holder must be ready to change and adapt planning on a frequent basis.

### **Progression in Post (if applicable)**

Progression will be determined by the Head Teacher, Management Board & Principal Director. The post holder will be subject to annual performance management in line with the Appraisal Policy adopted by the School

**Compiled by: Head Teacher /HR Manager / Management Board**

**Reviewed: Sept 2018**

### **Important Note:**

The work of Inspire Training & Education Services is both varied and challenging which results in some unpredictable circumstances. There is an integral need for all employees to be flexible in response to situations that arise outside of this job description. Additional duties will most likely be required to cover unforeseen circumstances or changes in work that maintain staff activity and quality of service provision.

Inspire Training & Education Service requires a commitment from all staff to promote quality, equality and diversity.

This post is subject to a satisfactory enhanced criminal records bureau check. Inspire Training & Education Services operates a culture of awareness policy and all staff will be subject to thorough reference checks.

## Person Specification

### Job Title: Lead Teacher

|  | Essential | Desirable | Application | Interview | References |
|--|-----------|-----------|-------------|-----------|------------|
| <b>Qualifications and training</b>   |           |           |             |           |            |
| Qualified Teacher status   |           | ✓         | ✓           |           |            |
| First degree or equivalent   |           | ✓         | ✓           |           |            |
| Higher degree or equivalent  |           | ✓         | ✓           |           |            |
| Evidence of recent participation in relevant personal and professional development   | ✓         |           | ✓           |           | ✓          |
| <b>Experience</b>  |           |           |             |           |            |
| Experience of SEN especially ASD, ADHD and SPLD  |           | ✓         |             |           |            |
| Excellent classroom performance  |           | ✓         |             |           |            |
| <b>Knowledge and Skills</b>  |           |           |             |           |            |
| Managing change sensitively including conflict resolution  |           | ✓         | ✓           | ✓         |            |
| An understanding of the role of the agencies within the wider spectrum of Children's Services                                      |           | ✓         | ✓           | ✓         |            |
| Wide knowledge of teaching and learning strategies and a willingness to accept new and/or innovative ideas                         |           | ✓         | ✓           | ✓         | ✓          |
| Ability to make and communicate decisions to ensure effective student progress, raise standards and successful student achievement |           | ✓         | ✓           | ✓         |            |
| Ability to analyse and use assessment data to plan pertinent activities for children   |           | ✓         | ✓           | ✓         |            |
| A deep understanding of Assessment for Learning and its implementation in the classroom  |           | ✓         | ✓           | ✓         |            |

|   |   |  |   |   |   |
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| Have an understanding of a range of special needs, especially ASD, ADHD and SPLD supported by evidence of CPD or, demonstrate a willingness to learn about these important issues                                   | ✓ |  | ✓ | ✓ |   |
| <b>Relationships, communication and working with others</b>   |   |  |   |   |   |
| To be able to develop and maintain a positive relationship with parents, agencies and other stakeholders.   | ✓ |  | ✓ | ✓ | ✓ |
| To be able to communicate well verbally and in writing to a range of stakeholders and other professionals   | ✓ |  | ✓ |   |   |
| <b>Promoting the welfare of children</b>  |   |  |   |   |   |
| Understanding of Child Protection and safeguarding procedures in the context of education of vulnerable students and have clarity on the measures that need to be in place to ensure student safety and well-being. | ✓ |  |   | ✓ |   |

**Prepared by: Head Teacher & HR Manager**

**Reviewed: Sept 2018**