

JOB DESCRIPTION: TEACHER WITH PHASE RESPONSIBILITIES

(Working with pupils who have an Education Health and Care Plan)

SALARY SCALE: MPG/UPS + TLR + SEN ALLOWANCE

1.0 JOB TITLE: Teacher/Phase Leader

2.0 JOB PURPOSE

To be responsible to the Head Teacher, for all learning activities undertaken by a group or groups of pupils with complex special educational needs that may be multiple and complex.

The pupils placed in this special school may have a wide range of needs encompassing the full spectrum of learning difficulties. Pupils may have moderate learning difficulties or increasingly more complex needs including physical, severe or profound learning difficulties, autistic spectrum disorders (ASCs), associated behavioural issues, and sensory impairment and speech and language disorders.

To promote the emotional wellbeing, behavioural, social and academic progress of individual pupils and of any class and group of pupils assigned to him/her principally, but not exclusively, by teaching the specified curriculum and undertaking other activities for, or relating to, pupils and leading across a phase in school.

3.0 TLR DUTIES

- a) To support senior leaders with the leadership and development of the post 16 educational offer (academic, vocational and technical) and make an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils across the phase.
- b) To monitor the teacher workload across the phase you are responsible for.
- c) To audit action plan and if directed manage a school budget for the designated areas and to identify and implement strategies to improve outcomes for pupils.
- d) To evaluate data sets for phase and to put in place interventions to raise standards in line with whole school needs.
- e) To support and mentor teachers within your phase to ensure quality first teaching.
- f) To lead, develop and enhance the teaching practice of other staff in the phase.
- g) To follow whole school actions from SLT to effectively facilitate spend of school pupil premium money.
- h) To manage co-ordination between the phases for transition.

- i) To oversee the pastoral and behavioural support of pupils in the phase
- j) To ensure that EHCPs of pupils within the phase are being reviewed in line with the required statutory review dates.
- k) To support operationally the submission of examination entries for the school under the direction of the Deputy Head Teacher.
- l) To oversee the independent careers advice available to pupils within the school under the direction of a senior leader.
- m) To undertake the due diligence activities when using external post 16 providers within and outside the school.

4.0 DUTIES OF A CLASS TEACHER

The duties outlined in this job description are fully in accordance with the latest School Teachers' Pay and Conditions of Service Document and as such include:

- a) Teaching and other related activities for pupils with special educational needs.
- b) Providing or contributing to oral and written assessments and reports.
- c) To accurately assess performance levels of children in core, basic and foundation areas of the curriculum, including communication.
- d) To identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- e) Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- f) To set high expectations for pupil's behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
- g) Assess how well learning objectives have been achieved and use this assessment for future teaching.
- h) Mark and monitor pupils' class and homework in line with school procedures providing constructive and appropriate feedback, setting targets for pupil's progress.
- i) When applicable, understand the demands expected the demands expected of pupils in relation to the National Curriculum.
- j) Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real examples.

- k) Maintaining good order and discipline among pupils and safeguarding health and safety.
- l) Participating in arrangements made to appraise the performance of teachers.
- m) Participating in induction and/or further training and professional development.
- n) Advising and co-operating with the head teacher and other staff on the preparation and development of appropriate courses of study, teaching materials, teaching programmes, methods of teaching etc.
- o) Participating in meetings at the school and relating to its curriculum, administration or organisation.
- p) Supervising and so far, as is practicable, teaching pupils whose teacher is not available to teach them.
- q) Any directions which may reasonably be given by the Head Teacher.

5.0 SPECIFIC DUTIES AND RESPONSIBILITIES OF A TEACHER

5.1 Teaching and Learning

- a) Produce long and short-term planning in accordance with school policy and procedures and within required deadlines, showing how you will assess pupils' learning.
- b) Teach, according to their educational needs, the pupils assigned to him/her including the setting and marking of work carried out by those pupils; the number of lessons should not normally exceed that limit which has been agreed in the school.
- c) Teach clearly structured lessons or sequences of work which interest and motivate pupils, make learning objectives clear, employ interactive teaching methods and collaborative group work.
- d) Assess, record and report on the development, progress and attainment achieved by those pupils assigned to him/her.
- e) Communicate and consult, in accordance with statutory guidelines and circulars, with the parents/carers of the pupils he/she is assigned to teach.
- f) Participate in meetings arranged for any purpose of the described above.
- g) Prepare Annual Reviews and Annual Reports to parents for pupils that you teach and ensure that reports from other members of staff are collated. Contribute to reports on pupils you teach with other staff.
- h) Provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils, including their personal and social needs.

- i) Lead and/or support the school enrichment programme, both timetabled and before school/lunchtime and after school.
- j) Take all reasonable steps to maintain good order and discipline among pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- k) Participate, as appropriate, in meetings at the school which relate to the curriculum, administration or organisation of the school.
- l) Participate in arrangements, as appropriate, for preparing pupils for public examinations, in assessing pupils for the purposes of examinations and recording and reporting such assessments.
- m) Subject to the provisions of the School Teachers' Pay and Conditions Document, the associated statutory guidance and the school's arrangements for cover, participate in an equitable system of cover, supervise and so far as practicable, teach any pupils where the person timetabled to take the class is not available to do so.
- n) Attend assemblies, unless a dispensation has been granted, register the attendance of pupils and supervise pupils in accordance with school policy, whether these duties are to be performed before, during or after school session.

5.2 Whole School Organisation, Strategy and Development

- a) Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- b) Set an example of personal integrity and professionalism.
- c) Maintain a professional appearance, always use accurate fluent English and be a positive role model to our pupils

5.3 Health, Safety and Discipline

- a) Uphold the duty to promote and safeguard the personal development, behaviour and welfare of children and young people you are responsible for and come into contact with, establishing a purposeful working atmosphere.
- b) Maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in school activities elsewhere.
- c) Implement school policy on personal appearance, uniform and maintaining good order and discipline with the children you work with. The school has a dress code which we expect teachers to promote in their own personal attire.

- d) Set high expectations for pupils' behaviour and establish a clear framework for classroom discipline in line with school policy to anticipate and manage pupils' behaviour constructively and promote self-control and independence, providing guidance and advice to pupils.
- e) Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- f) To ensure the phase and the teachers within it comply with the expectations for health and safety in line with school and trust policy

5.4 Management of Staff and Resources

- a) Participate in any arrangements made in accordance with the statutory regulations for the performance management of his/her performance.
- b) Participate in the management and supervision of persons providing support for teachers in the school. Direct the work of support staff as directed.
- c) Contribute to the selection for appointment and professional development of other teachers and non-teaching staff including the induction and assessment of new and probationary teachers.

5.5 Professional Development

- a) Participate in arrangements for the appraisal and review of your own performance and, where appropriate, that of other teachers and support staff including undertaking training and professional development which aim to meet needs identified in performance management objectives.
- b) Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.
- c) Review from time to time your methods of teaching and programmes of work, keeping abreast of current developments in special education.
- d) Review from time to time his/her methods of teaching and programme of work.

5.6 Specific

- a) Deliver the specified curriculum
- b) Contribute to and review EHCP of identified pupils annually
- c) Continually assess the learning of children and plan and deliver appropriate work for them.
- d) Carry out bespoke Interventions to improve behaviour and academic performance of pupils as identified by school information under the direction of school leaders.

5.7 Other

- a) Any other reasonable tasks as directed by the Head teacher.

6.0 LINE MANAGEMENT – RESPONSIBILITY TO AND FOR

- a) Responsible to the Head Teacher and Deputy Head Teacher
- b) Responsible for the supervision of persons providing support in the classroom.
- c) Responsible for the management, direction and supervision as appropriate of designated employees and other people as specified by the head teacher in the assigned phase.

7.0 CONDITIONS OF EMPLOYMENT

The above responsibilities are in accordance with the requirements of the Education Act 2002 and statutory orders in terms of duties and working time, also any local agreements, Trust directives, LA circulars and guidelines giving interpretations of Teachers' Conditions of Service.

8.0 REVIEW AND AMENDMENT

This job description is normally subject to annual review. It may be amended at the request of the Head teacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

**PERSON SPECIFICATION TEACHER MPG /UPG + 1 SEN ALLOWANCE
(working with pupils who hold a Statement of Special Educational Needs)**

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	Qualified teacher status.	Post Graduate Degree Post graduate study.
PROFESSIONAL DEVELOPMENT	Evidence of a willingness to undertake appropriate additional training in current educational practice and any other area of professional development indicated by the performance management process. Relevant training and/ or experience one or more of the following categories: physical, multiple and complex difficulties, a wide range of learning difficulties, encompassing moderate learning difficulties and increasingly more complex needs including autistic spectrum disorders (ASDs), associated behavioural issues, sensory impairment and speech and language disorders.	Evidence of further professional training/development.
EXPERIENCE	Successful teaching experience and a sound knowledge of early learning and or children with complex difficulties. Experience of work with children having special educational needs. Evidence of good or better teaching outcomes. Knowledge of speech, language and communication disorders, associated challenging behaviour and learning difficulties. Experience of delivering post 16 qualifications. Experience of working with external providers. Experience of working with careers advisors and other external agencies. Experience of delivering curriculum content which is subject to external examination scrutiny. Experience of monitoring provision on and off site.	Successful experience of work with children in one or more of the following categories: physical, multiple and complex difficulties, a wide range of learning difficulties, encompassing moderate learning difficulties and increasingly more complex needs including autistic spectrum disorders (ASDs), associated behavioural issues, sensory impairment and speech and language disorders.

<p>SKILLS AND ABILITIES</p>	<p>Good interpersonal and communication skills.</p> <p>Self-reflective practice</p> <p>Ability to self-initiate improvements.</p>	<p>The ability to use signing and symbol systems to communicate.</p>
<p>OTHER</p>	<p>A commitment to the principle of inclusion.</p> <p>Promotion of positive behaviour strategies and constructive handling of problems.</p> <p>An awareness, understanding and commitment to equal opportunities.</p> <p>Team focused.</p>	<p>Evidence of emotional resilience in working with children exhibiting challenging behaviour.</p>