



Broadstone First and Middle Schools

The Link

Job Description

Teachers with SEN Experience

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|-----------------|-------------------------|-----------------------|-------------|
| Hours | Full-Time | Salary | Main Scale |
| Employer | Castleman Academy Trust | Responsible to | Headteacher |

Key Purpose

- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject area curriculum using a variety of approaches, to continually enhance teaching and learning;
- To work within the School Teacher's Pay and Conditions Document and all school policies and guidance;
- To develop an ethos of integrity through perseverance and commitment, compassion and tolerance throughout the community, which values self-esteem alongside respect for others;
- To maintain high morale and to set an example of professionalism, high quality performance and leadership;
- Develop in all pupils and staff versatile skills and attitudes required for lifelong learning in a rapidly changing world;
- To ensure the health, safety and well-being of all in the learning community, with particular regard to pupils.

Key Priorities

- To provide additional duties in line with our School Innovation Plan
- To teach, according to their educational needs, pupils assigned to him/her in their allocated class;
- To monitor pupil progress, keeping pupil records that include assessment outcome and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential;
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to Local Area Child Protection procedures;
- To maintain and build upon the standards achieved in the award for QTS as set out by the Secretary of State.

Teaching and Learning

- Manage pupil learning through effective teaching in accordance with the Key Stage schemes of work and policies.
- Teach a broad based curriculum to the assigned class or classes to facilitate the acquisition of knowledge/skills and to promote enjoyment in learning.
- Ensure continuity, progression and cohesiveness in all teaching.
- Use a variety of methods and approaches (including differentiation) to match curricular objectives in subject areas and pupil needs, and ensure equal opportunity for all pupils.
- Support individual learning, including pupils on individual subject gifted and talented registers, by planning work with appropriate challenge and monitoring and reviewing pupil outcomes regularly.
- Be responsible for a designated classroom/teaching area and supervise associated resources, including keeping displays up to date, ensuring the room is tidy and in line with Health and Safety guidance.
- Direct the use of any support staff or class helpers (to include prior discussion and joint planning) in order to benefit from their specialist knowledge and to maximise their effectiveness within lessons. This does not imply any line manager responsibilities but facilitates the best deployment of human resources.
- Use a variety of differentiated teaching methods which incorporate effective questioning and response, whole class, small group and individual teaching.
- Plan and provide structured learning opportunities, which engage pupils' interest and which take account of their needs - particularly their developing physical, intellectual, emotional and social abilities.
- Use the allocated PPA time to plan effective lessons which have clear learning aims, objectives and learning outcomes, and lesson content and appropriately structured subject matter that matches the needs of the pupils. Lesson time and resources should be used effectively.
- Have high expectations of the pupils' behaviour, academic and social abilities, and set clear targets that are both realistic, measurable and which build upon prior knowledge or attainment.
- Establish and maintain a high standard of discipline by the use of praise, rewards and sanctions, and thereby create an environment in which pupils feel safe, secure and confident.
- Employ homework regularly (in accordance with the School Homework Policy) to consolidate and extend

learning and encourage pupils to take responsibility for their own learning, ensuring it is marked within a week of it being handed in.

- Provide a challenging, yet supportive learning environment which stimulates, maintains and develops, lively enquiring minds.
- Employ clear presentation and good use of resources.
- Contribute to the identification of pupils with special educational needs, seeking the appropriate specialist support and advice, so as to give positive and targeted support.
- Implement and keep records on Individual Education Plans (IEPs) or Education Health and Care Plan (EHC).
- Consider the needs of all pupils within lessons (and to implement specialist advice) especially for those who have SEN, are gifted and talented, are not yet fluent in English or are disabled.
- Encourage pupils to be part of a school community which affords equal value to all its members, is seen to be just and encourages mutual respect, concern for others and truthfulness.
- Encourage all pupils to reach their true potential and become independent learners with a positive attitude to life-long learning.
- Value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
- Develop in pupils a sense of moral values which can form a framework for a sense of own worth, and relationships with others, so that pupils become responsible members of society.
- Develop in pupils a positive attitude towards themselves and others with a strong sense of self-respect. Also to develop a sense of respect for other people's property, ideas and beliefs irrespective of gender, race, disability or academic achievement, etc.
- Develop in pupils an appreciation of human achievements, failures and aspirations.
- Develop in pupils, positive attitudes towards, and concern for the environment.

Monitoring, Assessment, Recording, Reporting

- Be immediately responsible for the processes of identification, assessment, recording and reporting for the pupils in their charge.
- Be familiar with statutory assessment and reporting procedures, and to prepare and present informative, helpful and accurate reports to parents.
- Make effective use of data to monitor and evaluate pupil progress across the curriculum and to inform teaching and learning planning.
- Write high quality and informative reports to parents/carers and direct support staff in the collation process.
- Discuss pupils' progress and welfare with parents/carers - both formally, e.g. at parent's evenings and also informally at other times.
- Contribute towards the implementation of IEPs and/or EHC plans as detailed in the current Code of Practice, particularly the planning and recording of appropriate targets, actions and outcomes.
- Assess pupils' work systematically and use the results to inform future planning, teaching and curricular development, giving pupils both oral and written feedback.
- Prepare pupils for National Curriculum Assessments.
- Carry out or support senior colleagues in the administering of National Curriculum Tests.

Curricular Knowledge and Understanding

- Have a thorough and up-to-date knowledge and understanding of the National Curriculum programmes of study, level descriptors and specifications for all relevant areas of the Curriculum.
- Have a good knowledge of any other statutory requirements related to the pupils' education or welfare.
- Keep up to date with research and developments in pedagogy and curriculum content.
- Support the ongoing developments as outlined in the school development plan.
- Use detailed subject knowledge to deal effectively with subject-related questions raised by pupils and the common misconceptions that they hold - thereby deepening the pupils' knowledge and understanding.

Professional Standards and Development

- Attend and participate in open evenings and parent consultation meetings.
- Understand their professional responsibilities in relation to school policies and practices and in so doing to actively support and reinforce those policies, e.g. anti-bullying, homework, behaviour etc.
- Be aware of the role and functions of the Governing body.
- Set a good example, not only to the pupils they teach, but also to all other pupils in the School, in their appearance and their personal conduct.
- Critically evaluate resources and teaching, using this knowledge to improve the quality of teaching and learning.
- Establish effective working relationships with other professional colleagues, not only those within the School, but also those from outside agencies concerned with pupils' education and welfare, e.g. educational

psychologists.

- Assist in the development of the School Curriculum in line with the School's Improvement plan.
- Assist in the maintenance of good discipline in and around the School.
- Cover for absent colleagues as is reasonable and in line with present government regulations.
- Attend meetings within the constraints of directed time and contribute to the development of programmes of study, and any other relevant aspects of the life of the School.

Health and Safety

- Ensure that Risk Assessments are carried out in line with the Trust's Health and Safety policy.
- Be aware of all health and safety issues and report to the Site Manager, all health and safety problems, accidents and "near misses"
- Undergo Basic First Aid training and update courses.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development – Personal

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in teaching pedagogy and changes in the School Curriculum, which may lead to improvements in teaching and learning.
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available.
- Implement and develop pedagogic procedures introduced through school, local or government initiatives.
- Implement the use of new technologies that enhance teaching and learning.
- Participate in leadership, peer and self-monitoring and evaluation schemes, responding to, and acting upon, advice and guidance received.
- Carry out reflective practice exercises to move classroom practice, teaching and learning, forward.
- Up-date Child Protection training annually.
- Regularly reflect on and revise teaching, learning and curriculum materials in readiness for the new academic year; participate in collaborative planning sessions; provide additional pupil support or any activity directed by the Head Teacher.
- Maintain a professional portfolio of evidence to support the Performance Management/teaching and learning review process - evaluating and improving own practice.
- Contribute to the professional development of colleagues, especially NQTs and ITTs

Support, Guidance, Monitoring and Reporting

- Consider the pupils' welfare as paramount, and take action in accordance with the responsibility 'in loco parentis'.
- Monitor the social progress of pupils, including the progress in PSHE lessons.
- Use a counselling approach to help pupils explore thoughts, feeling and solutions to problems.
- Support the pupils throughout the Target Setting process as applied to both academic and behavioural progress.

Any other duties commensurate with the role of Teacher that may be required from time to time.

Teachers are accountable to the Headteacher for the standards achieved and the conduct, management and administration of the school, subject to any policies that the DfE and the Trust shall make.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the postholder's professional responsibilities and duties.

The Castleman Academy Trust reserves the right to deploy staff to support the needs of our pupils throughout any of our Trust schools, as and when required.



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Teachers with SEN Experience

| Education/Qualifications | Desirable | Essential |
|---|-----------|-----------|
| Qualified Teacher Status | | X |
| Degree | | X |
| Knowledge and Understanding | Desirable | Essential |
| Have a clear and thorough understanding of the schools safeguarding issues and safer working practices and procedures and follow them | | X |
| To have a clear understanding of the National Curriculum and its application | | X |
| A knowledge of strategies that enable the teacher to teach to mixed ability pupils within the same class and provide work which is differentiated to cater for the entire ability range | | X |
| Knowledge and understanding of the Primary Curriculum and its application | | X |
| To be able to develop a creative curriculum | | X |
| To motivate and inspire pupils | | X |
| An understanding of and commitment to team working | | X |
| Communication | Desirable | Essential |
| The ability to communicate effectively in a verbal and written form to a range of audiences | | X |
| Communication | Desirable | Essential |
| Key Stage 2 and 3 specialists with the ability to teach a wide range of subjects across the primary age range | | X |
| Key Stage 3 specialists willing to teach more than one curriculum area and in more than one setting | | X |
| The ability to contribute to a specific curriculum area or areas | | X |
| To be able to use effectively a variety of teaching and organisational styles and resources including ICT | | X |
| A willingness to work throughout the Castleman Academy Trust schools | | X |
| To have the ability to develop and maintain good professional relationships and contribute positively to a curriculum development | | X |
| Ability to set high standards and provide a role model for staff and pupils | | X |
| Ability to deal sensitively with people and resolve conflicts | | X |
| Ability to work with and deploy staff and resources effectively | | X |
| Disposition | Desirable | Essential |
| To be committed to raising the levels of achievement of children of all abilities | | X |
| Able to work as part of a team | | X |
| Personal Qualities | Desirable | Essential |
| Passionate about Learning and Teaching | | X |
| Displays warmth, care and sensitivity in dealing with children | | X |
| Open minded, self-evaluative and adaptable to changing circumstances and new ideas | | X |
| Able to enthuse and reflect upon experience | | X |
| Willingness to be involved in the wider life of the school | | X |
| Ability to prioritise | | X |
| Good interpersonal/communication skills | | X |
| When all the above fail, to maintain a good sense of humour, a willingness to learn and the will to continue to strive for excellence | | X |
| Safeguarding and Special Requirements | Desirable | Essential |
| The Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and you people and requires all staff and volunteers to share and demonstrate this commitment. | | X |
| The successful applicant will be required to meet all elements of Safer Recruitment and will be the subject of pre-employment checks including an Enhanced DBS Check, including Child Barring List, a medical question and satisfactory references. | | X |
| It is a prerequisite that you familiarise yourself with the safeguarding policy and safer working practices policy and procedures of the school and follow them. | | X |
| The Castleman Academy Trust expects all employees and volunteers to be committed to the Trust's Policies and ethos | | X |