
Policy Document No: Per 1.1.1

Teacher Job Description

Job Title: TEACHER (full time)

Establishment:

Responsible to: Head

Responsible for: Supervision of the work of classroom assistance relevant to his/her responsibilities

Key Relationships: Other teaching staff etc

Brief Description of Job (Purpose):

This Job Description incorporates the professional duties of a teacher as set out in the Conditions of Employment as set out in the School Teachers' Pay and Conditions Document and relevant aspects of the National SEN Specialist Standards. The purpose of the job is to teach pupils within the school and to carry out such other associated duties as are reasonably assigned by the Principal.

Main Duties and Responsibilities:

Teaching

- 1 To maintain an up-to-date understanding of Special Educational Needs (SEN) principles, definitions and basic practice. This includes an awareness of the roles and responsibilities of those who contribute to SEN programmes.
- 2 To effectively co-ordinate the work across the school in at least one given subject area or cross-curricular theme, as Subject Leader as set out in policy.
- 3 To communicate and consult with parents/carers and other appropriate people, participating in student/resident focused meetings as required.
- 4 To recognise, value and raise the achievement of students/residents. This will involve:
 - a) An awareness of the strengths and limitations of different forms of assessment
 - b) Effectively using more specialized assessment techniques to help plan and deliver teaching and support
 - c) Implementing and developing Individual Education Plans (IEPs) effectively, ensuring that specific targets and approaches prescribed are used
 - d) Being familiar with and participating in assessment procedures applying to any externally validated qualifications and national curriculum assessment, including special arrangements for students/residents with SEN
 - e) Keeping up to date records, preparing and writing accurate and understandable assessment reports for reviews.
- 5 To use effective teaching strategies and lesson structures to deliver the curriculum by:
 - a) Being familiar with curriculum requirements and making full use of assessment information to develop, adapt and evaluate teaching strategies to give maximum benefits to students/residents with SEN
 - b) Identifying appropriate learning outcomes and develop a range of approaches which reduce barriers arising from impairments and help students/residents to attain achievable targets
 - c) Thoroughly planning and preparing courses and lessons and contributing to broader developments as requested

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- d) Sequencing and structuring learning experiences and environments to develop organizational and problem solving skills to encourage independent learning
 - e) Selecting and managing resources, using specialized materials including ICT, as appropriate, to enable maximum access to the curriculum and to promote independent living skills
 - f) Being aware of the effects on learning and behaviour of medical treatment, medication and therapeutic regimes, adjusting targets and approaches accordingly
 - g) Working collaboratively with multi disciplinary teams to make best use of expertise
 - h) Ensuring a high standard of display to provide a stimulating and challenging environment.
- 6 To develop communication, literacy, numeracy skills and ICT capability. This includes:
- a) Maintaining an understanding of communication to enable the student's/resident's capability to be assessed and developed
 - b) Providing a wide range of actual and simulated opportunities to develop receptive and expressive language
 - c) Working collaboratively with Teaching Assistants, SALTs, psychologists and ICT specialists to extend students'/residents' listening, speaking, reading and writing skills
 - d) Understanding the relevance of National Literacy and Numeracy Strategies to the students/residents being taught and using a variety of naturally occurring experiences to promote literacy, numeracy and IT skills.
- 7 To promote social and emotional development, positive behaviour and, where appropriate to the age group taught, to prepare for adulthood. To be demonstrated by:
- a) Working with parents/carers and other agencies to agree approaches to each student's/resident's personal development
 - b) Fostering perseverance and concentration by structuring tasks and learning so that students/residents are clear about what is expected of them
 - c) Promoting student's/resident's knowledge and skills in personal, social, health, sex and relationship education to help them meet the challenges arising from disability, behaviours and situations
 - d) To promote a happy and stimulating atmosphere, encouraging positive behaviours by using legitimate strategies
 - e) Using positive, consistent and non-confrontational approaches to challenging behaviours as set out in the Group's policy on behavioural support
 - f) Linking classroom teaching with any appropriate extra curricular activity or award scheme likely to encourage a mature response to real opportunities and challenges
 - g) Encouraging the development of independent living skills appropriate to adult life.
- 8 To perform such duties that are reasonably compatible with the role as assigned by the Principal.

General

- 9 To attend for work reliably and punctually.
- 10 To know where Hesley Group policies are kept and to be aware of and follow their contents.
- 11 To participate in the arrangements for the Performance Management of teachers. This includes undertaking training and development to keep abreast of current developments and to meet identified needs. (There is a requirement to maintain the ability to demonstrate, when assessed, the TTA National Standards in relation to Qualified Teacher Status and the SEN specialist.)
- 12 To ensure that performance of staff for whom you are responsible is monitored, and that the process of supervision and appraisal, as set out in Group policy, is reliably followed and recorded. This includes identifying their training and development needs and making every effort to have those needs met.
- 13 To supervise and, so far as is practicable, teach any students/residents whose teacher is not available, as requested, except where the absence exceeds 3 days, unless the covering teacher is timetabled for less than

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75% of the timetable or all other reasonable means of providing a supply teacher have been exhausted without success.

- 14 To ensure that people with whom you have contact have equal opportunities, to acknowledge their individual differences and uphold their rights and responsibilities, including the right not to be discriminated against, as set out in law and by Hesley Group policies.
- 15 To remain vigilant and do everything possible to protect students/residents and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to report any incident of this nature you witness, hear about or suspect.
- 16 To undertake break and other supervisory duties.
- 17 To act as mentor to newly appointed education staff.
- 18 To promote a positive image of the Group whilst representing the school in a professional capacity.

Communication and Working Relationships

- 19 To actively support and promote positive and professional working relationships, giving and receiving constructive feedback aimed at developing the quality of relationships and the team's performance.
- 20 To attend meetings (which may sometimes occur outside education hours) and check communication books, notice boards, diaries and pigeon holes daily to actively find information. There is an expectation that you will communicate information in a clear, legible, objective and professional manner, in a variety of ways, using the required level of confidentiality. This includes the use of e-mail and computer-based systems as they come into use.

Health and Safety

- 21 In carrying out the tasks in this job description you have a duty (under Health and Safety legislation) to take reasonable care for the health and safety of yourself and that of others. This implies taking positive steps to understand the hazards in the workplace, to comply with safety rules and procedures and to ensure that nothing you do, or fail to do, puts yourself or others at risk. This includes managing a safe and secure environment for staff and students/residents.

This duty includes checking that any person entering Hesley Group property has a right to do so and their visit is recorded in accordance with Hesley Group procedures.

Your contribution

Efficient execution of the tasks on your job description will ensure that the school will offer a good service to our customers. You will therefore be making contributions to other employees, matters affecting individual students/residents, the achievements of the group as a whole and enhance our relationship with parents and local authorities.

This organisation is committed to Safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

Prepared by Human Resources Department	Date 01/04/10
Jobholder	Signed Date
Manager	Signed Date