

JOB DESCRIPTION

Teaching Staff

RESPONSIBLE TO: Head Teacher

LIAISON WITH: Assistant Headteacher T&L

MAIN RESPONSIBILITIES:

- To commit to working within a structured therapeutic environment and to be active in observing behaviours, planning and implementing individual management programmes, and regularly monitoring, evaluating, and revising as appropriate. This will involve close liaison with all school staff.
- The goal is to work within the 24-hour behaviour management programme guidelines set out in the school's policy.
- Facilitate the reintegration of pupils into the appropriate environment. This will be for social and academic development and may involve both short—or long-term programmes. It will require close contact with home and schools as appropriate.
- To demonstrate a commitment to the school's development. This will include participation in staff in-service training, formal and informal discussions with staff, the need to work as an equal part of the whole group, and the ability to offer innovative ideas and present them to the group.
- To demonstrate a commitment to developing as a professional. This will involve career planning and participation in in-service training in school, in the county, or out of the county, as appropriate. This includes specific training in the use of Trauma Informed Practices.

Teaching responsibilities

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment
- identifying SEN or very able pupils other than SEMH;
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- Provide clear structures for lessons, maintaining pace, motivation and challenge;
- making effective use of assessment and ensuring coverage of programmes of study;
- ensuring effective teaching and the best use of available time;

- maintaining discipline in accordance with the school's procedures and encouraging good practice concerning punctuality and behaviour, standards of learning and home learning;
- using a variety of teaching methods to:
 - Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - use effective questioning, listen carefully to pupils, and give attention to errors and misconceptions
 - select appropriate learning resources and develop study skills through library, I.C.T. and other sources;
- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support
- taking account of pupils' needs by providing structured learning opportunities which develop the areas of learning identified in National and local policies and particularly the foundations for literacy and numeracy;
- encouraging pupils to think and talk about their learning, develop self-control and independence, concentrate and persevere, and listen attentively;
- using various teaching strategies, including planned adult intervention, first-hand experience, and play and talk as a vehicle for learning.
- Where appropriate, have excellent subject knowledge if teaching specialist subjects across the key stages.

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;

- assess students as requested by examination bodies, departmental and school procedures;
- prepare and present informative reports to parents.

Curriculum Development

Have shared responsibility for at least one subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance;
contribute to the whole school's planning activities.

Whilst every effort has been made to explain the primary duties and responsibilities of the post, each task undertaken may need to be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained in Appendix A

This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained within Parts XI and XII of the School Teachers' Pay & Conditions Document.

This job description may be amended at any time following a discussion between the headteacher and a staff member, and it will be reviewed annually.

Line management responsibility is to the Headteacher.

The Beckmead Trust and Wells Park School are committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment.

Essential:

Experience and Education

- Graduate Teaching Status qualification
- Understanding of the national curriculum, especially Key Stages 2 and 3. We are also interested in anyone with KS4 experience in their chosen subject, especially English, Maths, Science, Art, Technology, and ICT. Experience or interest in special educational practice, especially with children with social, emotional, and mental health needs.
- A commitment to further and ongoing training, particularly in the relationship between behaviour, emotions and learning.

Abilities and Knowledge

- Ability to work effectively as a member of a professional staff team. Open and honest communication and good presentation skills
- Up-to-date knowledge of current special educational needs issues and legislation. Ability to prioritise the needs of each child within the group

- Ability to engage in supportive, practical and empathetic relationships with parents, carers and the broader network of the children.
- Ability to understand and process the behavioural communication of children
Understanding the importance of relationships on a child's ability to learn
- Current driving licence

Personal Attributes

- Flexibility, creativity and imagination
- Good physical health and the ability to manage stress appropriately Sense of humour and the capacity to develop meaningful and boundaries relationships
- The ability to create a sense of aspiration and growth in children and staff.
The ability to communicate effectively and form supportive and enabling relationships with pupils and staff

Desirable:

- Experience facilitating circle times, nurture groups and / or forest schools
- Experience of engaging in reflective practice
- Knowledge of attachment theory and its application to practice in an educational setting