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**Job Description**

**Job Title:** Teacher

**Responsible to:** Head of School through the designated line manager

**Responsible for:** Teaching Assistants

**Salary Scale :** UQT/MPS/UPS + SEND Allowance 1(SEND Allowance is not applicable for UQT)

**Core Purpose of the Role:**

To facilitate student learning and development by delivering high quality learning experiences through the designed curriculum to children. Create an engaging learning environment, developing and delivering effective lessons, assessing student progress, and motivating students to excel. Foster positive relationships with students, parents, and colleagues.

This job description is to be performed in accordance with the provisions of the School Teachers’ Pay & Conditions Document and within the range of teachers’ duties set out in this document. The post is otherwise subject to the conditions of service for School Teachers in England and Wales and to locally agreed conditions of employment to the extent that they are incorporated in the individual contract of employment.

The post holder will maintain the professional characteristics as set down in the Core and Post Threshold Professional Standards.

The post holder will be available to work across all areas of the Respect Collaboration of Schools, within mainstream school and other settings where appropriate.

**Specific Responsibilities:**

**Quality of Education (Teaching and Learning)**

* To plan, deliver and assess the designed curriculum to pupils (or multiple groups), as directed by the Headteacher, or designated leader.
* To deliver the intended curriculum as set out by the school.
* Promote and develop innovative approaches to the curriculum model to motivate and engage pupils.
* Ensure the safeguarding of children and young people is central to all activities and monitor and report any concerns according to the school’s policies.
* To plan programmes in conjunction with the transition lead and to link with the learners’ home or future school to facilitate transition.
* Work directly with children and groups of children with Social, Emotional and Mental Health (SEMH) difficulties and further related special educational needs as part of formal assessment programmes, intervention programmes including transition support programmes.

**Achievement and Assessment**

* Carry out assessments for learning, plan appropriate education programmes and record, monitor and report pupil achievement.
* To write, monitor and review IEP and EHCP targets and/or any other documents linked to the school’s or pupil’s individual requirements.
* To prepare and write reports for appropriate audiences, including parents, Annual Reviews, court, social care reviews etc.
* Professionally liaise with parents, schools and other agencies on the achievement of pupils worked with.

**Supporting Pupils**

* Participate in the pastoral responsibilities of the school and contribute to the positive behaviour policy.
* Support the transition of children and young people with SEMH difficulties between schools, planning transition strategies in collaboration with school-based colleagues.
* To work in partnership with medical staff, following advice as to a learner's medical condition in relation to their readiness for learning and requirements to provide access to learning.
* Supervise and direct the work of assigned support staff and act as a key worker for a group of pupils.

**Curriculum**

* Support the development of the school’s academic curriculum, this includes taking responsibility for a specific area of expertise.
* Support and enhance pupil’s wider curriculum experiences for instance post 16 opportunities or culture experiences through trips and visits.

**Culture and Ethos**

* Promote a culture of high educational ethos, expectations and outcomes for pupils, ensuring they receive equitable opportunities and the best education.
* Work with school leaders to create an ethos where collaboration come first, where leaders can be brave and make decisions.
* Foster a climate where staff feel valued, supported, and empowered to drive continuous improvement.
* To undertake additional duties as commensurate with the post and any other work, reasonably requested by SLT colleagues within the remit of STPC to the required standard.

To undertake additional duties as commensurate with the post.

**Person Specification**

**Qualifications**

Essential:

* Qualified Teacher Status *or ability to work towards*.
* GCSE English and Maths (Grade C or equivalent).

Desirable:

* Qualification in SEND.

**Experience**

Essential:

* Recent mainstream teaching at KS 1,2,3 or 4.
* Successful interventions with children exhibiting challenging behaviour.
* Setting targets for academic progress, behaviour and attendance monitoring and tracking individual pupil progress.

Desirable:

* Teaching young people with SEMH difficulties or who are disaffected from the educational system.

**Skills and Knowledge**

Essential:

* Able to consistently deliver good quality teaching which engages learners.
* Knowledge of the National curriculum at KS2, 3 or 4.
* Appropriate responses to pupil underachievement and ability to support pupils with behavioural, emotional and social difficulties.
* Ability to intervene confidently and objectively in emotionally charged situations following agreed procedures including potentially violent ones, with secure knowledge of child protection and safeguarding procedures.

Desirable:

* Knowledge of range of support available for pupils and their families.
* Knowledge of Annual Review and PEP processes.
* Knowledge of restorative practices and graduated response and SEN Code of Practice.

**Personal Attributes**

Essential:

* A role model for the values of Respect Collaboration Trust.
* Resilient and adaptable, able to manage change and navigate challenges effectively.
* Committed to the well-being and success of pupils, staff, and the wider school community.
* Highly reflective and commitment to continuous professional learning.
* Exceptional interpersonal and communication skills, able to build positive relationships with all stakeholders.
* A thinker who is solutions-focused and proactive in pupil experience.

Issued by:                                                                                 Received by:

Head Teacher                                                                           Post Holder

Date                                                                                          Date