



JOB DESCRIPTION

Post: Teacher (MPS/UPS)

Responsible to: The Headteacher

You are expected to support the schools values, comply with all policies/practices and carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document.

As a teacher, you are expected to comply with the Teacher Standards:

Within the context of St George's Special School, you will be expected to develop your practice to effectively meet the needs of young people with severe, complex/moderate, and complex learning needs to promote good or better outcomes.

Teacher Career Stage Profile

You will be expected to meet or exceed the following criteria.

- All aspects of teaching are good over time some being outstanding.
- Most students progress in line with school expectations without support or where the teacher carries out the advice of additional support, (when exceptional circumstances are not present in relation to individual students).
- Positive working relationships result in good or better progress by all groups of students and the sharing of good practice with others across the school.
- Takes a lead in identifying areas for professional development and successfully acting on them so practice improves significantly.
- Can diversify ability to work anywhere in the school irrespective of curriculum requirement, age, behaviour or need type. Behaviour management is strong. Subject/syllabus management skills have an impact on outcomes within their key stage and all need types.

SEN Point

Working as an MPS/UPS Teacher according to the school's Career Stage Profile.

Subject Coordination

You are required to lead curriculum development according to your career stage development and to develop an increasing contribution to whole school improvement, ensuring the continued delivery of high quality teaching and learning across your agreed curriculum area.

Your agreed curriculum area is negotiable dependant on career stage/experience.

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Teacher Standards:

Demonstrate good subject and curriculum knowledge:

- promote a love of learning and children's intellectual curiosity using areas of the curriculum as a vehicle for learning
- reflect systematically on the effectiveness of lessons and approaches to teaching in a curriculum area
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject area and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

Requirements

Within guided non-contact or directed time, you may for example be asked to:

- ensure that all subject curriculum related documentation is up-to-date and includes:
 - a policy statement;
 - long term plans and medium term plan exemplars;
 - samples of students' work across the school and ability range;
 - progress and attainment data;
 - analysis of monitoring and reviewing (including lesson observations);
 - relevant accreditation relating to subject;
 - link Governor documentation;
 - development action plan, if required;
 - resource lists, if appropriate;
 - cross curricular links;
 - gifted and talented student list relevant to the subject.(A senior member of staff may provide this information for you or you may be given directed time to gather the evidence yourself).
- keep up-to-date with new nationally related initiatives/requirements and assist in their interpretation and implementation at St. George's - including curriculum developments targeted for pupils with special educational needs;
- participate increasingly in aspects of an area of responsibility improvement as identified in the School Improvement Plan and agreed with the Leadership Team;

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- establish and maintain a whole school Improvement Action Plan alongside senior staff and set out a timescale for implementation, resource implications, success criteria (i.e. improvements in student learning), training needs, key staff involved, etc.;
- Increasingly contribute to planning and delivering curriculum development INSET;
- ensure the curricular improvements are appropriate and accessible to all students or previously identified specific groups;
- increasingly monitor, guide and support teaching staff in curriculum delivery;
- increasingly monitor, review and evaluate the quality of provision in an area of responsibility and make recommendation for further improvement;
- support senior leaders to collect and collate data, and feedback to SMT / SLT and Governors to inform progress and improvement planning;
- work in collaboration with Key Stage Managers to advise appropriate curriculum/accreditation for all students;
- Work in collaboration with a senior leader and Curriculum Link Governors to inform about curriculum development, student progress and attainment, and areas for development.

You will need to:

- be prepared to work in any area of the school if required
- Undertake other such duties as shall be required by the headteacher from time to time.

This job description will be reviewed annually and will be amended in line with your career stage profile and pay grade.

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Teacher person specification

Qualifications and training	
Essential	Desirable
• QTS.	• Relevant and recent CPD linked to Education and SEND.
Skills and experience	
Essential	Desirable
• Relevant experience of teaching or working within a school environment or, for early career teachers, work or voluntary experience in a comparable environment. • Experience and understanding of SEMH students who may present with challenging behaviour • Organising and participating in extracurricular activities. • Conducting assessments, keeping records and producing reports on students. • Implementing safeguarding procedures in schools.	• Experience teaching within a specialist provision. • Experience teaching or working with students with severe and complex PMLD needs.
Knowledge	
Essential	Desirable
• A clear understanding of SEND and appropriate curriculums. • An ability to use different teaching methods and adapt to cater for students' different needs. • Knowledge of effective intervention strategies to improve the quality of teaching and learning.	• An understanding of relevant legislation and educational developments. • An understanding of how assessment and attainment information can be used to improve practice. • Skills in effective resource

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	management and deployment.
Personal traits	
The successful candidate will be	
• Punctual, with a good attendance record. • An excellent communicator, verbally and in writing. • Organised. • An excellent time manager. • Hardworking, with high expectations of themselves and their professional standards. • Committed to CPD. • Able to work both independently and as part of a team. • Able to maintain successful working relationships with other colleagues. • Able to plan and resource effective interventions to meet curricular objectives. • Driven and energetic.	
The successful candidate may also be	
• Committed to the value and promotion of their subject. • Dedicated to promoting their professional development, and that of others. • Able to promote positive behaviour consistently. • Committed to contributing to the wider school and its community. • Able to effectively promote the school's ethos and vision. • Capable of handling a demanding workload and successfully prioritising work and attendance at meetings. • Professionally assertive and clear thinking.	
The successful candidate will:	
• Be prepared to have an enhanced DBS and barred list check. • Have evidence for their previous work experience and CPD. • Be subject to previous employment references satisfactory to the School.	

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