



Teacher of General Subjects with specialism in English Job Description and Responsibilities

Responsible to: Deputy Headteacher

Salary: Teachers' Main Professional Scale plus SEN allowance

Purpose: Teach across a range of two or more subjects, specialising in English.

Generic

1. Teach to a high standard across the School.
2. Ensure the highest standards of educational practice within the teaching environment.
3. Demonstrate knowledge and awareness of the importance of safeguarding, ensuring a safe environment for pupils.
4. Adhere to all Health and Safety regulations, the guidelines contained in the Employee's Handbook and the School's policy documents.

Knowledge and understanding

Know and understand:

1. The school's ethos, aims, pupil cohort and its priorities for improvement and development.
2. The statutory curriculum requirements and requirements for assessment, recording and reporting of pupils' progress and attainment.
3. The characteristics of high quality teaching and the key strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.

Planning and setting expectations

1. Work to a high standard in planning for the curriculum.
2. Prepare and submit teaching plans (Subject Handbook, Annual Curriculum Framework, Record of Work, lesson plans) in accordance with a teacher's professional responsibilities and the School's policy and upon request and as required by the Headteacher.
3. Ensure curriculum planning and lesson delivery are well-organised and well-managed, contributing to a purposeful learning environment.
4. Participate fully in professional meetings and working groups to ensure effective learning, and contribute to school-wide improvement.
5. Plan and prepare lessons which meet the needs of individual pupils across the spectrum of ability.

Teaching and managing pupils' learning

1. Meet the range of needs of pupils with SEN through an appropriate and effective provision of intervention strategies.
2. Maintain a healthy classroom environment. Have a fundamental regard for the value of positive teacher/pupil relationships and a determination to maintain a safe, ordered and orderly learning space.
3. Raise pupils' attainment by setting challenging learning targets.
4. Ensure continuity and progression across the pupil ability range.
5. Make clear to pupils the teaching objectives of all lessons, such that pupils understand the sequence of teaching and learning and can thrive as a consequence.
6. Ensure frequent opportunities within lessons for starter activities, plenaries, extension exercises and alternative learning approaches to facilitate differentiation for pupils who require it.
7. Plan frequent and appropriate opportunities to improve and enhance pupils' literacy and numeracy skills within your subject area(s).
8. Teach, promote and encourage responsible attitudes towards the safe use of technology; monitor the impact of the example set in your discipline(s).
9. Utilise opportunities within the subject to explore and promote pupils' understanding of the duties, opportunities, responsibilities and rights of citizens.
10. Recognise and address issues of racial stereo-typing.
11. Encourage and enable the practice of both individual and collaborative study skills required by pupils if they are to develop independence beyond school.
12. Undertake cover teaching in the absence of colleagues.

Assessment and evaluation

1. Set and review individual education plans for all pupils.
2. Monitor pupils' engagement and progress through accurate and effective assessment, recording and reporting.
3. Communicate teaching strategies and pupils' learning outcomes via reports and encounters with parents and carers, local authority personnel and other authorised parties.
4. Retain for internal and external scrutiny all evidence of pupils' work, adhering to advice around eventual disposal.
5. Assist in the formal review of pupils' special educational needs at least annually and as directed by the Headteacher.

Managing your own performance and development

1. Prioritise and manage time effectively, particularly in relation to balancing the demands of teaching, subject management and participation in school improvement and development.
2. Set and achieve challenging professional goals and ambitions.
3. Take responsibility for your own professional development.

Strategic lead

1. Aspire to provide a lead in one or more curriculum area.
2. Manage and deploy to positive effect one or more special school assistants allocated to classes.
3. Make special provision, in planning and delivery, for pupils receiving 1:1 in-class support; monitor each pupil's 1:1 provision, record outcomes and formally review the impact of the provision at advised intervals.
4. Take responsibility for awareness of, and compliance with, school policies. Formally confirm knowledge and understanding of key policy and procedures in **Child Protection and Safeguarding, Positive Handling (restraint) and Health and Safety**.

Resources

1. Maintain accurate resource inventories within Subject handbooks.
2. Maintain up to date displays of pupils' work and achievements, within the classroom and in the wider school.
3. Make regular contributions to the school's awards initiatives and initiatives promoting the work of the school.

Team and multi-disciplinary team working

1. Participate in all staff INSET.
2. In addition to classroom management, liaise with Year Group Social Care teams and the day School team. Attend weekly Year Group meetings to ensure that the best standards of discipline are maintained across the school.
3. Lead whole school assembly on a rota basis and following an appropriate period of induction.
4. Act in accordance with the School's spiritual, moral, social and cultural agenda through participation in the Thought for the Day programme and Awards Assemblies.
5. Assist in the residential care of pupils by undertaking extraneous duties if and when required to do so.
6. Offer a choice of evening activities, when appropriate, under Point 5 above, drawing on physical recreation, hobbies and other worthwhile pursuits.
7. Assist in expeditions, outward-bound activities and field trips where appropriate.
8. Carry out any other duties and assignments, working in any area of the school, as required and directed by the Headteacher within the terms and conditions of service for teachers.



Teacher - General Subjects Person Specification

Implement the Teachers' Standards in all aspects of the work.

Acknowledge the special educational needs of our pupils and adopt a supportive and encouraging attitude towards them.

Demonstrate an understanding of children and a determination to contribute to the life of the school.

Show dedication and commitment to the ethos of the school –

St Edward's tries to assist each pupil's personal and social growth through a first class education. Within a friendly, supportive and stimulating community, boys are encouraged to grow as individuals, cultivate their talents, adopt a positive attitude to school and vocational work, develop a sense of responsibility for their actions and celebrate their achievements.

Essential Qualifications and Experience:

- Degree status.
- Teaching experience – pre or post-qualification – specifically in English.

Desirable Qualifications and Experience:

- Qualified teacher status.
- Awareness of the nature of pupils with special educational needs in relation to social, emotional and mental health difficulties.
- Experience of working in an SEMH school setting.
- Qualifications, skills and/or experience in offering engaging and worthwhile sports, recreational or outdoor activities to supplement and enhance your contribution to this special setting.

Essential characteristics or clear ability to develop the following characteristics:

- Confidence, resilience and ability in working with young people who encounter behavioural difficulties on account of social, emotional and mental health issues.
- Ability to work under pressure, prioritise tasks and meet deadlines.
- Ability to manage groups of pupils who have previously encountered rejection, frustration and failure, such that they make good or better progress on account of your work.
- A patient and flexible attitude, balanced with the need to progress the learning of pupils who have struggled to engage in school.
- A positive and optimistic role model for pupils.
- Ability to work and collaborate with a team and within a multi-disciplinary framework.

Essential skills or clear ability to develop the following skills:

- Ability to nurture and develop meaningful and positive relationships with pupils who experience social, emotional and mental health difficulties.
- Effective skill set, including confident behaviour management that enables academic progress.
- Accurate spoken and written communication skills.
- An organised and methodical approach to work.
- Proficient in the use of computer and IT systems; in particular Microsoft Word, Excel, Powerpoint, Outlook.
- Confidence and an informed perspective when working with parents, Local Authority officers and other agencies, presenting a confident and professional manner at all times.
- Accurate numeracy and literacy skills.
- Strong interpersonal skills.
- Ability to maintain confidentiality.

The successful applicant will adhere to the school's policies and procedures, with particular reference to child protection and safeguarding, health and safety and equal opportunities policies.

Any employment offer will be conditional, subject the completion of safer-recruitment checks, which will include a full Enhanced disclosure clearance by DBS and confirmation by referees that the school will be making a good appointment.