



Job Description

Post Title: Teacher

Pay Range/Grade: MPS/UPS (Plus allowances SEN/TLR)

Line Manager: Headteacher

Purpose of the Role:

The Teacher will be responsible for supporting children with Social, Emotional, and Mental Health (SEMH) difficulties and behavioural challenges. The post holder will deliver and coordinate the daily teaching, planning, assessment and pastoral care for pupils with SEND needs across school. They will report to SLT as well as liaise with local authorities and external agencies to support the varying learning and pastoral needs of the pupils.

Generic Introduction:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Our School is an Equal Opportunities employer and requires its employees to comply with the Exceed Academies Trust Equality Statement and Objectives.
4. We are committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a condition covered under the Equality Act 2010.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Advanced Threshold Level.

Together we Exceed

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Supervision and Guidance:

- To work under the instruction and guidance of the Headteacher and senior staff.

Purpose of the role:

- The post holder is required to carry out the professional duties of a school teacher as set out in the current School Teachers Pay and Conditions Document, and such particular duties which the Headteacher may reasonably dictate from time to time
- To teach throughout the school as required (taking notice of training undertaken or by providing it, and appropriate safety factors)
- To work to the standards set out in the Professional Standards for Teachers
- To plan, implement and deliver an exciting and differentiated curriculum experience for all pupils in line with school requirements
- To assist the Middle Leaders & SLT, as curriculum lead and in the administration of assessment of work for internal and external examinations
- To prepare schemes of work and teaching materials that will be shared within the team
- To ensure sufficient books, equipment and materials are available for teaching in line with school requirements
- To ensure the teaching area is maintained and an orderly atmosphere conducive to learning
- To contribute to raising standards of pupil attainment
- To monitor and assess pupil progress to improve their quality of learning and personal growth
- To assist in the management and deployment of teaching support staff, financial and physical resources within the school to support teaching and learning
- To work with agreed policies and procedures of the LA, school and management committee
- To develop and enhance own teaching practice

Duties and Responsibilities:

- To display professional excellence that is at the core of the school's values
- Play a full and active part of the school community, supporting its vision and distinctive mission encouraging staff and pupils to follow this example
- Plan and deliver high-quality lessons that are engaging, differentiated, and tailored to meet the diverse needs of students with SEMH and behavioural difficulties.
- Adapt teaching strategies to support students who have experienced trauma, adverse childhood experiences (ACEs), and disrupted education.
- Develop and implement individualised learning plans, ensuring a focus on both academic progress and personal development.
- Use a range of creative approaches to encourage participation and re-engagement with education.
- Maintain high expectations for behaviour and learning, using positive reinforcement and de-escalation strategies.
- Ensure effective use of support staff
- To ensure every pupil has effective and meaningful targets in place, based on prior attainment in line with school requirements
- Provide relevant data and reports towards statutory assessment, annual reviews and Placement Reports as required. Children Looked After reports will be required from class teacher
- Contribute to effective risk assessments and behaviour plans for all pupils, including rigorous, regular reviews of the effectiveness of such plans

- Plan work in accordance with school schemes of work and national curriculum programmes of study
- To implement and follow school policies and procedures as approved by the Headteacher, leadership team and management committee
- Provide a stimulating classroom ensuring resources are accessible to all pupils
- Use ICT to support all areas of the curriculum
- Attend and support all relevant school meetings
- Maintain an accurate register of pupil attendance
- Comply with the school health and safety policy
- Support the school policy regarding registration, pupil absence, dress code and the learning behaviour and reward systems
- Consult with senior staff over individual pupils, particularly concerns, ensuring strict adherence to Child Protection procedures at all times
- Communicate effectively with parents/carers and external agencies where appropriate
- Ensure work set for all pupils is suitably challenging with particular regard for special educational needs and those gifted and talented
- Ensure marking of work set is completed in a timely manner in accordance with the Marking Policy
- Complete pupil progress reports as directed by the Leadership Team
- Establish a purposeful working atmosphere during all learning activities
- Ensure knowledge and understanding of pedagogy for pupils with SEMH/learning support needs

Leadership and Management:

- To be responsible to the Headteacher and management committee of the school through the school's leadership and management structures
- Ensure every pupil is achieving in lessons through the effective monitoring of pupil performance
- Assess and report on individual pupil progress
- Ensure effective use of administrative and non-teaching support in reference to the National Workload Agreement to ensure a healthy work/life balance
- To be supported by the schools Appraisal Processes and access to Continued Professional Development
- To contribute to the quality assurance process by taking part in lesson observation, peer observations and learning walks
- Evaluate the effectiveness of own lessons and intervention strategies
- To contribute to the quality assurance process across the school by taking part in lesson observations, peer observations and learning walks
- Contribute to the whole school action plans including the school development plan/SEF and SIP recommendations
- Manage your own learning environment, creating an innovative and positive learning environment conducive to learning, making effective use of resources

Safeguarding and Compliance:

- Promote the safety and wellbeing of pupils and staff within the school.
- Uphold the school's policies in respect of Safeguarding and Child Protection.
- Through example and line management, ensure good order and discipline is maintained among pupils and staff, and that high expectations regarding safeguarding, behaviour and attendance are communicated and adhered to.

Resource Management:

- Comply with the financial, health & safety, HR and other processes and procedures of the Trust.
- Ensure that all the activities of the schools are conducted in accordance with all legal or statutory requirements and regulations, and that policies and procedures developed locally are consistent with best practice and recognised codes of practice.
- Ensure that all resources are organised and managed to provide the best possible outcomes for pupils
- Research, develop and share resources, ensuring adequate and strategic provision of learning materials to enhance teaching
- Work with colleagues in planning time to develop resources and advise line manager on resource requirements

Working in Partnerships with Parents/carers and external agencies:

- Internal contact with staff at all levels across the school and Trust, Parents/Carers, Governors, Community Groups, Social Services, Police, Local Education Authority, Contractors and External Agencies.

Maintaining Professional Competencies:

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.

CPD:

Maximise opportunities for personal development by:

- Participating in INSET opportunities, both as a participant and leader of in house INSET sessions as required
- Participating in annual self-reflection and Performance Management procedures, identifying and requesting INSET opportunities as necessary
- Participating in collaborative work and the sharing of best practice

General:

All school staff are expected to:

- Work towards and support the school's vision and the objectives
- Support and contribute to the school's responsibility for safeguarding students
- Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors
- Work within the school's Equality Policies to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to school policies and procedures as set out in the staff handbook or other documentation available to all staff

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<p>QUALIFICATIONS</p> <ul style="list-style-type: none"> • Qualified Teacher Status • Degree level or equivalent qualification • Relevant further qualifications linked to SEND • Evidence of further continued professional development activities 	E E D D	Application and interview
<p>EXPERIENCE</p> <ul style="list-style-type: none"> • Successful teaching experience with pupils with a wide range of SEN • Experience of planning, resourcing and delivering an adapted curriculum. • Experience of monitoring and assessing pupil progress accurately and efficiently. • Experience of/willingness to train in Behaviour Management – Team Teach. • Experience of/willingness to train in Moving and Handling. • Experience of/willingness to train in communication strategies which enable/support pupils to access the curriculum and the world around them. • Experience of a wider range of schools and other educational establishments. • Experience of working with a range of multi-agency professionals. • At least three years experience of working with pupils who have SEMH support needs and young people who exhibit challenging behaviours at KS1 & KS2. • Experience of working in a secondary alternative provision 	E E E E E D E D D	Application and interview
<p>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</p> <ul style="list-style-type: none"> • Knowledge and clear understanding of the statutory framework for education, new and innovative developments within education. • Detailed knowledge and understanding of education, including tracking and monitoring pupil progress. • Able to motivate and inspire children, staff, parents and Governors. • Skilled in establishing and maintaining good professional relationships. • Effective communication and organisation skills. • Skilled in Curriculum management (planning, delivery & assessment) including assessment for learning strategies, and use of assessment data for target setting and planning to improve standards. 	E E E E E E	Application and interview

<ul style="list-style-type: none"> • Understanding of issues relating to: child protection/safeguarding children, the needs of learners with SEN/EBD and how to support children in developing the awareness required to live in a pluralist society. • Familiarity with ICT in learning. • Knowledge of the Ofsted framework. • Knowledge of the SEND Code of Practice. • Awareness of the priority to safeguard pupils and legislation related (KCSIE). • Awareness of strategies to raise pupil achievement and support behaviour. • Able to motivate pupils and staff, setting high standards and provide a focus for improvement. • Experience of adapting and delivering an effective curriculum to meet the needs of pupils with a wide range of SEN. • Able to prioritise workload and meet deadlines. • Experience of monitoring and evaluating teaching. • Involvement in school improvement work. 	<p>E</p> <p>E D E E</p> <p>E</p> <p>E</p> <p>E</p> <p>E D D</p>	
<p>PERSONAL QUALITIES</p> <ul style="list-style-type: none"> • Be committed to raising standards • Be someone who can create an atmosphere in which children can thrive and succeed • Have excellent interpersonal skills • Effective communication and organisation skills • Ability to manage workloads and work calmly under pressure • A personal commitment to equal opportunities, diversity and promoting good race relations. • Ability to relate well to pupils and adults. • Ability to remain calm under pressure. • Good co-operative, interpersonal and listening skills. • Flexible and willingness to accept change. • Ability to maintain confidentiality. • All our colleagues are expected to demonstrate a commitment to values and principles, British Values. • Trained in Equality of Opportunity. 	<p>E E</p> <p>E E E E</p> <p>E E E E E E</p> <p>E</p>	<p>Application and interview</p>

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

The post holder must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.

In addition, the post holder must have the ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying. However, suitable training will be provided, should this be the case.

