



# Key Stage 2 GENERAL TEACHER

	Print Name	Signature
Date Effective		
Head Teacher	Phil Collier	
Line Manager		
Employee		

# Job Description Person Specification

## JOB PROFILE

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### KEY STAGE 2 - GENERAL TEACHER

Responsible to: Senior Leadership Team  
Grade: MPR/UPR plus SEN allowances

#### **PURPOSE OF POST:**

Under the direction of the Head Teacher:

- To be responsible for designing and implementing elements of the curriculum in line with the National Curriculum and examination syllabus.
- To be responsible for the main delivery of agreed subjects within the KS2 curriculum.
- To organise and direct (as appropriate) the teaching of students across the curriculum.
- To develop and organise appropriate policies, plans, materials and schemes of work.
- To manage and be responsible for agreed curriculum areas facilities and resources.
- To evaluate the standards of students' achievements and set targets for improvement.

*The duties in this job description will be carried out in accordance with Part IX of the School Teachers' Pay and Conditions Document 2000, or any subsequent document which may succeed the 2000 document.*

## **A Assist Senior Leadership with developing policy and practice**

1. Assist the Senior Leadership Team with developing and implementing policy and practice which reflects the school's commitment to high achievement, effective teaching and learning.
2. Use assessment and other data effectively to identify students who are underachieving in the subject and, where necessary, create and implement effective plans for action to support those students.
3. Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
4. Establish with the support of the Senior Leadership Team – short, medium and long-term plans for the development and resourcing of the curriculum.

## **B Teaching and Learning**

1. To teach throughout the school, ensuring curriculum coverage, continuity and progression for all students, including those of high ability and those with special educational needs other than emotional and behavioural difficulties, or linguistic needs.
2. Ensure effective teaching of whole classes, and of groups and individuals within the whole class setting, so that teaching objectives are met, and best use is made of teaching time.
3. Establish and maintain a purposeful working atmosphere and set high expectations for students' behaviour.
4. Ensure effective development of student's literacy, numeracy and information technology skills through the subject.
5. With the support of the Senior Leadership Team, establish and implement clear policies and practices for assessing, recoding and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.
6. Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject.
7. Establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students, including those with special educational needs other than emotional and behavioural difficulties, and those with linguistic needs.

8. Work with the SENCo and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs.
9. Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about the curriculum, attainment, progress and targets.
10. Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

### **C Leading and Managing Staff**

1. Help staff to achieve constructive working relationships with students.
2. Establish clear expectations and constructive working relationships among staff involved with the subject, including team working and mutual support; developing responsibilities and delegating tasks as appropriate and evaluating practice.
3. Sustain their own motivation and, where possible, that of other staff involved in the subject.

### **D Efficient and effective deployment of resources**

1. Evaluate the resource needs for the subject and advise the Senior Leadership Team of likely priorities for expenditure.
2. Ensure the effective and efficient management and organisation of learning resources including information and communications technology.
3. Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside of the school.
4. Use the classroom to create an effective and stimulating environment for the teaching and learning of the subject.
5. Ensure that there is a safe working and learning environment in which risks are properly assessed.

### **E To undertake pastoral and behavioural management responsibilities**

1. By undertaking pastoral responsibilities for a designated pupil as part of the School's Key Worker Programme.
2. To be the lead contact with home and other professionals throughout the year and at parents' consultation day.
3. To liaise with Academic and Behaviour Leads to ensure the curriculum meets the needs of the pupils.

4. To ensure all Strategies/Interventions/Positive Handling plans and other relevant information is kept accurate and up to date.
5. By ensuring that support for the behaviour management of pupils is consistent with the school's policies and programmes.
6. By contributing to activities which will provide opportunities for pupils' social and cultural development.
7. By setting a good example to the pupils, through their presentation and their personal and professional conduct.

**F To contribute to the corporate responsibilities of the senior leadership team**

1. By planning school policies, curriculum provision and support, the monitoring and evaluation of learning, achievement and students' progress.
2. To undertake any other duties and responsibilities which are consistent with the grade and expertise required of the post holder as may be required from time to time.
3. To ensure the development and progression of equality within the sphere of responsibility of this job description and the fair and equal treatment of all students, parents/carers, staff, other personnel in the school or working with the school.

## Safeguarding Children

### **CONTEXT:**

All teaching staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a busy pressurised environment.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post will be exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority.

The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment'.

# PERSON SPECIFICATION

## KEY STAGE 2 - GENERAL TEACHER

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirability (D):- useful for choosing between two good candidates.

	<b>Essential</b>	<b>Desirable</b>
<b>Educational/ Qualifications/ Training</b>	Qualified teacher.	Experience of teaching students with SEMH.  Attendance on courses related to SEMH.
<b>Experience</b>	Current experience of teaching in KS2.  Responsibility for curriculum development	Evidence of 'Outstanding' teaching.  Evidence of involvement in defining curriculum direction.
<b>Skills/ Knowledge / Aptitude</b>	Ability to plan, monitor, evaluate and review.  Ability to motivate students with challenging behaviour.  Proven ICT skills  Excellent written and oral skills.  Proven team player.  Excellent communication skills.	Knowledge of target setting and data analysis.  Ability to identify barriers to learning.
<b>Personal Qualities</b>	Ability to relate to people at all levels.  Caring and understanding.  Energy, enthusiasm and perseverance.  Self-confidence.  Reliability and integrity.	Adaptable and versatile approach.  Flexibility.

	<p>Sense of humour.</p> <p>Ability to work to deadlines.</p>	
<b>Self-Motivation</b>	<p>Imaginative approach to the education of SEMH students.</p> <p>Promotion of positive behaviour strategies and constructive handling of problems.</p> <p>Willingness to be flexible</p>	<p>Interests other than education.</p> <p>Commitment to further professional development.</p>
<b>Commitment</b>	<p>Commitment to raising standards.</p> <p>Commitment to the school, its students and other stakeholders.</p>	
<b>Other</b>	<p>Willingness to acquire First Aid Qualification</p>	<p>Current First Aid Qualification.</p>

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable any applicant with a disability (as defined under the Act) to meet the requirements of the post.

The job-holder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998)
- (iv) Code of Conduct