



Harford Manor School

Foundations For Futures

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Department of Education No 926/7016

Headteacher: Colin Wheelhouse

Job Description and Person Specification

Post Title:	TEACHER
Purpose:	<ul style="list-style-type: none"> • Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document • Meet the expectations set out in the Teachers' Standards • To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated strand area as appropriate. • To monitor and support the overall progress and development of students as a Teacher. • To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
Reporting to:	Head Teacher & SLT
Responsible for:	The provision of a full learning experience and support for students.
Liaising with:	Head / Assistant Headteachers, other curriculum strand leaders, teaching/support staff representatives, external agencies and parents.
Working time/Salary:	Full-time-Permanent Post . Main Scale + max SEN allowance.
Disclosure level	Enhanced
MAIN (CORE) DUTIES	
Operational / Strategic Planning	<ul style="list-style-type: none"> • To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the strand area. • To contribute to the strand area and department's development plan and its implementation. • To plan and prepare courses and lessons. • To contribute to the whole school's planning activities.
Curriculum/strand Development:	<p>To have responsibility for development of a strand within the school and work collaboratively with colleagues on this.</p> <ul style="list-style-type: none"> • Having a working knowledge of the strand. Keep up to date with developments, having access to further information and attending appropriate Professional Development. • Disseminating information and advising staff, including leading internal staff development at twilights • Reviewing schemes of work • Managing the resources • Supporting colleagues by monitoring their organisation, delivery of the strand

Staffing: Staff Development: Recruitment/ Deployment of Staff	<ul style="list-style-type: none"> ● To take part in the school's staff development programme by participating in arrangements for further training and professional development. ● To continue personal development in the relevant areas including subject knowledge and teaching methods. ● To engage actively in the Performance Management Review process. ● To ensure the effective/efficient deployment of classroom support. ● To work as a member of a designated team and to contribute positively to effective working relations within the school.
Quality Assurance:	<ul style="list-style-type: none"> ● To help to implement school quality procedures and to adhere to those. ● To contribute to the process of monitoring and evaluation of the strand area in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement when required. ● To review from time to time methods of teaching and programmes of work. ● To take part, as may be required, in the review, development and management of activities relating to the curriculum/strand, organisation and pastoral functions of the school.
Management Information:	<ul style="list-style-type: none"> ● To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc. ● To complete the relevant documentation to assist in the tracking and assessment of students. ● To track student progress and use information to inform teaching and learning.
Communications:	<ul style="list-style-type: none"> ● To communicate effectively with the parents of students as appropriate. ● Where appropriate, to communicate and co-operate with persons or bodies outside the school. ● To follow agreed policies for communications in the school. ● To take part in Open Evenings, Parents Evenings, Review days and liaison events with partner schools. ● To contribute to the development of effective subject links with external agencies.
Management of staff and resources	<ul style="list-style-type: none"> ● Direct and supervise support staff assigned to them, and where appropriate, other teachers ● Contribute to the recruitment and professional development of other teachers and support staff ● Deploy resources delegated to them ● Manage classroom budget

<p>Class responsibilities:</p>	<ul style="list-style-type: none"> ● To be a class teacher to an assigned group of students, although this class group is not set permanently, appointments are always made to the school. ● To promote the general progress and well-being of individual students and of the Form class group as a whole. ● To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. ● To evaluate and monitor the progress of students and keep up-to-date student records as may be required. ● To contribute to the preparation of Action Plans and progress files and other reports. ● To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. ● To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students after consultation with the appropriate staff. ● To contribute to PSE, Health, Citizenship and Enterprise according to school policy. ● To apply the Behaviour Management systems so that effective learning can take place.
<p>Teaching:</p>	<ul style="list-style-type: none"> ● Plan and teach well-structured differentiated lessons to assigned classes, following the school's plans, curriculum and schemes of work ● Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment ● Adapt teaching to respond to the strengths and needs of pupils ● Set high, realistic and purposeful expectations which inspire, motivate and challenge pupils ● Promote good progress and outcomes by pupils ● Demonstrate good subject and curriculum knowledge ● Demonstrate good knowledge of SEND ● Maintaining class displays to a high standards
<p>Personal and professional conduct</p>	<ul style="list-style-type: none"> ● Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school ● Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality ● Understand and act within the statutory frameworks setting out their professional duties and responsibilities ● Use Social media responsibly and do not act in a way which can damage the reputation of the school community and be aware of how your actions impact upon others.

Other Specific Duties:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and Safety Policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by the Head Teacher not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

The school acknowledges the entitlement of all staff to continuing professional development.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Teacher – Person Specification		
Attributes	Essential	Desirable
Qualifications & Training		
Education	<ul style="list-style-type: none"> • Qualified teacher status. A degree. 	<ul style="list-style-type: none"> • Postgraduate courses.
Professional Development	<ul style="list-style-type: none"> • Evidence of sustained participation in INSET. 	<ul style="list-style-type: none"> • Evidence of having participated in a wide range of training and accreditation or be prepared to do so.
Experience		
Teaching	<ul style="list-style-type: none"> • Evidence of high-quality teaching and learning that promotes excellent pupil progress, in line with statutory inspection frameworks. • Experience of making the curriculum accessible and relevant. • Effective classroom practice with respect to behaviour management. • Experience of leading a team of teaching assistants. • Knowledge and understanding of Special Educational Needs. • Have an appreciation of the role of the school in the social education of pupils and their preparation for independent living. • Ability to carry out planned and dynamic risk assessments. 	<ul style="list-style-type: none"> • Experience of teaching a wide range of SEN pupils. • Use of data to monitor progress and analyse underachievement. • Experience of effectively using communication strategies, therapeutic interventions and other strategies.
Knowledge and Understanding		
National Framework	<ul style="list-style-type: none"> • Understanding of the National Curriculum 	<ul style="list-style-type: none"> • Awareness of current developments in Education and the implications of these, especially with respect to SEN.
Teaching and Learning	<ul style="list-style-type: none"> • Practical understanding of effective teaching, high quality planning and evaluation and assessment strategies to ensure that all pupils make excellent progress. • Teach and support children and young adults to follow very active and varied timetables, both class and community based such as; swimming (on-site and at sports centres/external pools), PE, outings (walking, on public transport and on school mini-bus), forest schools, outdoor and adventurous activities and horse riding, these are just some examples. 	<ul style="list-style-type: none"> • Knowledge of a range of learning, sensory, physical and associated behavioural difficulties • Training in behaviour management – Norfolk Steps.
Standards	<ul style="list-style-type: none"> • Awareness of strategies to raise pupil's achievement and manage behaviour. • Experience of how to set and monitor targets. 	<ul style="list-style-type: none"> • Understand the characteristics of an effective school. • Involvement in school improvement work.

Parents and Community	<ul style="list-style-type: none"> Understanding the role which can be played by parents and the community in raising standards. Working with parents in partnership to realise the child's full potential. 	
Attributes	Essential	Desirable
Skills		
Relationships	<ul style="list-style-type: none"> Able to establish and develop good relationships, and liaise effectively with all involved in the school. Able to work as part of a team and accept corporate responsibility for decisions. 	<ul style="list-style-type: none"> An ability to present key themes to staff, parents and groups of professionals.
Interpersonal and Communication Skills	<ul style="list-style-type: none"> Ability to communicate effectively in writing and orally. Able to organise work to ensure consistency and high standards of practice, to prioritise completing demands and to meet deadlines. Able to exercise sound judgement to review decisions and acknowledge errors and be solution focused. Competent in the use of ICT. Be able to approach problems in a flexible way and adapt situations as they occur. Positive and energetic approach to work. Effective role model. 	<ul style="list-style-type: none">
Other Skills	<ul style="list-style-type: none"> Willingness to undertake rescue qualifications to assist in swimming lessons. Willingness to drive school vehicles to assist in the provision of off site curriculum activities. 	
Attitudes		
Staff development	<ul style="list-style-type: none"> Committed to improve and develop their understanding of special educational needs and their role within the special school setting. 	
Equal opportunities	<ul style="list-style-type: none"> Understanding of the need to promote positive role models. Be able to identify with and support the values and aims of the school. 	

Date: Summer 2026