



Manor School
Chamberlayne Road, Kensal Rise,
London, NW10 3NT

020 8968 3160
enquiries@manor.brent.sch.uk



Teacher Job Description

Scale: Inner-London Teacher Pay Scale plus SEN Allowance Point 1
Directly Responsible to: Headteacher

Main Purpose and Principal Accountabilities

Liaison and Co-operation

To work in liaison and close partnership with:

- Other members of school staff
- Other members of Trust staff
- Colleagues working for the Local Authority and advisory services
- Parents, governors, trustees and the local community

Policy and Legal Framework

To work within the framework of:

- The most recent School Teachers' Pay and Conditions document
- School policies and guidelines on the curriculum, assessment and school organisation etc.
- RPT/DfE policies; in particular those relating to curricular aims & principles and to race, disability and gender equality
- The SEND Code of Practice (2014) and subsequent publications

Professional Duties

Teaching:

- Plan, prepare and deliver effective lessons that are well sequenced, well differentiated and meet the needs of pupils with a wide range of SEND, including those with complex needs
- Assess, record and report on pupils' development, progress and achievement
- Inspire pupils to develop a love of learning and nurture them to make the most of their unique potential
- Deliver a broad, balanced and enriched curriculum offer that promotes British Values and the development of Cultural Capital
- Diligently ensure that pupils who are considered to be 'most vulnerable' are supported to make progress in line with their peers
- Oversee the effective and smooth running of the classroom; including the deployment and management of support staff
- Ensure that communication is at the core of all teaching activities and built into the classroom environment



The Rise Partnership Trust (RPT) is a company limited by guarantee which has exempt charity status.
RPT is registered in England and Wales (company number 10027322) c/o Manor School.



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Other activities:

- Promote the general progress and wellbeing of individual pupils; this may include supporting self-help and intimate care needs
- Maintain close, positive and professional communication with parents and carers using the school's established systems (email, virtual meetings, phone conversations, home-link books, face to face meetings and apps)
- Proactively communicate and collaborate with external persons or bodies (specialist teachers, therapists, social workers, health representatives, psychologists, Local Authority representatives etc.)
- Maintain an attractive and organised classroom environment which is conducive to learning and contribute to displays as appropriate; ensure that the classroom environment is compliant with the school's established expectations, policies and checklists
- Support the professional development of members of the class team by offering training and modelling best-practice; signposting specialist colleagues and support where appropriate
- Proactively contribute to meetings and discussions and engage with all professional development opportunities

Assessments and reports:

- Provide or contribute to oral and written assessments and reports relating to individual pupils and groups of pupils including: personalised intervention plans (PIPs), end of term reports, Annual Review reports etc.
- Use the school's established systems (such as Small Steps and Evidence for Learning) to record, report on and evidence the progress that pupils make across the curriculum and in relation to the outcomes identified in their EHCPs
- Use a basket of assessment indicators and professional judgement to identify pupils who are making less than expected progress
- Proactively work with middle leaders, senior leaders and members of the school's Multi-Agency Support Team during Input Review and Pupil Progress Meetings; agree and implement bespoke interventions as necessary
- Ensure that all members of the class team have the skills to support with assessment and evidencing

Appraisal:

- Proactively participate in professional development opportunities and engage with the school's established appraisal process
- Oversee the appraisal process and professional development of members of the class team and other colleagues as appropriate

Review, induction, further training and development:

- Evaluate and review teaching practice, pedagogy, resources and planning; make changes as appropriate
- Participate in arrangements for further training and professional development including undertaking training which aims to meet the priorities identified in appraisal objectives or in appraisal statements



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Educational methods:

- Collaborate with the senior team, other teachers and therapists with regards to the preparation and development of teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements
- Work closely with the Multi Agency Support Team to ensure that every pupil receives a highly personalised education

Discipline, health and safety:

- Maintain good order and ensure positive behaviour in class; collaborate with members of the inclusion team and other colleagues as appropriate
- Safeguard pupils' health and safety whilst on the school premises and when engaged in school activities elsewhere

Staff meetings/training:

- Positively participate during meetings, CPD / training and INSET Day sessions. Take ownership of own continued professional development
- Ensure that training and new knowledge is embedded into every day teaching practice; thus having a positive impact on pupils' development
- Share and disseminate training and new knowledge with colleagues as appropriate

Management:

- Contribute to the professional development of new teachers and support staff, including the induction of new staff.
- Positively and effectively manage support staff throughout the week; thus ensuring the most effective use of their time and the best outcomes for pupils
- Take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

Administration:

- Participate in administrative and organisational tasks related to such duties as are described above
- Chair annual reviews and ensure that all relevant reports and paperwork are submitted within the specified timeframe (M3 teachers and above).
- Lead / attend assemblies
- Complete morning and afternoon registration in a timely manner; report any attendance concerns to a member of the senior team

Supporting colleagues

- Report back to colleagues on courses attended
- Adhere to the Staff Code of Conduct at all times



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Safeguarding and Equality policies

- Adhere to Safeguarding policies at all times, attend training and ensure any safeguarding or child protection concerns are immediately referred to the Designated Safeguarding Lead and reported using the schools established system
- Help ensure that subject-matter and learning resources reflect RPT/DfE and school policies on race and gender equality and that the implications of these policies are borne in mind in relation to all the tasks and duties listed above

I agree to undertake the duties listed above and any additional duties related to the position as required.

Signed:

Date:



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