



South Tyneside Council

CHILDREN, ADULTS AND HEALTH

JOB DESCRIPTION

POST TITLE: Teacher and SENCO - Key Stage 1 or 2 (Stanhope Primary School)

GRADE: MPS/UPS + TLR2a

RESPONSIBLE TO: Head Teacher

The particular duties and responsibilities set out in the job description are to be carried out in addition to the professional duties of a Teacher as provided for in the most recent Education (School Teachers' Pay and Conditions) Order as amended from time to time. Main Professional Grade Teachers should meet the Teachers Standards from September 2012. This Job Description may be amended at any time following discussion between the Head Teacher and member of staff and will be reviewed annually. To lead, manage, develop and maintain high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils.

Knowledge and Understanding

- Have a secure knowledge and understanding of curriculum areas and related pedagogy including the contribution curriculum areas can make to cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-curricula frameworks, including those provided through the National Strategies, for curriculum areas and other relevant initiatives across the Primary Phase.
- Have a thorough understanding of Safeguarding and comply with national, local and school policies.

Planning and Setting Expectations

- Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the pupils being taught.
- Set appropriate and demanding expectations for pupils' learning and motivation. Set clear targets for pupils' learning, building on prior attainment.
- Identify pupils who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).
- Plan effectively to ensure that pupils have the opportunity to meet their potential, notwithstanding differences of race and gender, and taking account of the needs of pupils who are underachieving, more able, or not yet fluent in English, making use of relevant information and specialist help where available.
- Take account of ethnic and cultural diversity to enrich the curriculum and raise achievement.

Teaching and Managing Pupil Learning

- Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time.

- Set high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. Use teaching methods which keep pupils engaged, including stimulating pupils' intellectual curiosity, effective questioning and response, clear presentation and good use of resources.
- Secure a good standard of pupil behaviour in the classroom by establishing appropriate rules and high expectations of discipline which pupils respect; act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school.

Assessment and Evaluation

- Assess how well learning objectives have been achieved and use this assessment for future teaching.
- Mark and monitor pupils' class and homework providing constructive oral and written feedback, setting targets for pupils' progress.
- Recognise the level that a pupil is achieving and make accurate assessments, independently, against attainment targets, where applicable, and performance levels associated with other tests or assessments.
- Assess pupil progress towards targets and compare differences with the parallel class and previous cohorts. This information is to be reported to the senior management team and whole staff.
- Assess pupils work through work scrutiny.

Pupil Achievement

- Secure progress towards pupil targets.
- Set clear targets for improvement of pupils' achievement, monitor pupils' progress towards those targets and use appropriate teaching strategies in the light of this, including, where appropriate, in relation to literacy, numeracy and other school targets.
- Ensure the involvement of all pupils in their ongoing assessment for learning.

Subject Co-ordination

- Co-ordinate and develop a special educational needs according to the needs of the school - with the support of and under the direction of the Head Teacher and Senior Management Team.
- Be responsible for the day to day operation of special educational needs.
- Develop and implement policies and practices that reflect the school's commitment to high achievement through effective teaching and learning.
- Have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of pupils' lives.
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies.
- Develop plans for the subject which identify clear targets, time-scales and success criteria for its development and/or maintenance in line with the School Development Plan.

Relations with Parents and Community

- Know how to prepare and present informative reports to parents.
- Recognise that learning takes place outside the school context and provide opportunities to develop pupils' understanding by relating their learning to real and work-related examples.
- Understand the need to liaise with agencies responsible for pupils' welfare.
- Liaise effectively with pupils' parents/carers through informative oral and written reports on pupils' progress and achievements, discussing appropriate targets, and encouraging them to support their children's learning, behaviour and progress.

Managing Own Performance and Development

- Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach.
- Understand their professional responsibilities in relation to school policies and practices.
- Set a good example to the pupils they teach in their presentation and their personal conduct.
- Evaluate their own teaching critically and use this to improve their effectiveness.
- Take responsibility for implementing school policies and practices, including those dealing with bullying and racial harassment.
- Take responsibility for their own professional development, setting objectives for improvements, and taking action to keep up to date with research and developments in pedagogy and in the subject(s) they teach.

Managing and Developing Staff and Other Adults

- Establish effective working relationships with professional colleagues including, where applicable, associate staff.
- Where applicable, deploy support staff and other adults effectively in the classroom, involving them, where appropriate, in the planning and management of pupils' learning.

Managing Resources

- Select and make good use of textbooks, ICT and other learning resources which enable teaching objectives to be met.

South Tyneside Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Successful applicants will be required to produce an Enhanced Certificate of Disclosure from the Disclosure and Barring Service.

All employees have a responsibility to undertake training and development as required. They also have a responsibility to assist, where appropriate and necessary, with the training and development of fellow employees.

All employees have a responsibility of care for their own and others' health and safety.

The above list is not exhaustive and other duties may be attached to the post from time to time. Variation may also occur to the duties and responsibilities without changing the general character of the post.

Reference: LM/KDS

Date: 20/03/2020