

# Mapledown School

## Job Description

### Class Teacher

### Middle Leader

<b>Local Authority:</b>	Barnet
<b>Salary Range:</b>	
<b>Class teacher</b>	MPS/UPS + 1 SEN
<b>Middle Leader</b>	MPS/UPS + 1 SEN +TLR 2a

#### **CONTEXT AND PURPOSE OF THE JOB**

- To teach a class of up to 10 secondary aged students, who have complex and severe learning difficulties, including Autism, and some of whom may have physical difficulties. All our pupils have communication difficulties
- To lead a team of support staff to ensure pupil engagement and progress
- To work in partnership with parents and carers
- To liaise with multi-disciplinary teams both within and beyond the school

#### **DEVELOPING POSITIVE AND PROFESSIONAL RELATIONSHIPS**

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Communicate effectively with children, young people, colleagues and parents/carers.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working and identify opportunities to work with all colleagues.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.

#### **WORKING WITHIN THE LAW AND FRAMEWORKS**

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of the workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

- Have responsibility for the education and welfare of a group of pupils in accordance with the provision of the current School Teachers' Pay and Conditions Document, having due regard for the requirements of the National Curriculum, the wider curriculum, the school's ethos, aims and objectives, and any required policies of the Governing Body.
- Prepare reports for Annual Review of Education, Health and Care plans, termly summaries and assessment, and to maintain individual pupil records (using Google documents/Evidence for Learning) for all pupils in their class.
- Contribute to the production and implementation of the School Development Plan.

### **DEVELOPING PRACTICE**

- Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e., training, coaching, mentoring etc.)
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.

### **PROFESSIONAL SKILLS**

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across a series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, computing and personal and social skills appropriate within their phase and context.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
  1. use an appropriate range of teaching strategies and resources, which meet learners' needs and take practical account of diversity and promote equality and inclusion
  2. build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
  3. develop concepts and processes which enable learners to apply new knowledge, understanding and skills
  4. adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- Plan within the context of our school curriculum development framework an appropriate curriculum for the pupils of Mapledown School which takes account of the multi-cultural nature of the pupil population, is responsive to the equal opportunities policy of the school, is within the timetable framework as planned by the school leaders and which reflect national and local requirements.
- Promote the use of augmentative and alternative methods of communication within the classroom and specialist strategies, ensuring that support staff are aware of this requirement and supported to gain the relevant skill.
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the school's behaviour policy.
- Use a range of behaviour management techniques and strategies, with specific reference to staff with relevant training.
- Promote learners' self-control, emotional regulation, independence and cooperation through developing their social, emotional and behavioural skills.

### **PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**

- Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to internal and external accreditations.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- Know how to use skills in literacy, numeracy and IT to support their teaching and wider professional activities.
- Understand how children and young people develop and how the progress, rate of development and wellbeing of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

## **PERSONAL RESPONSIBILITIES**

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Take part in the corporate life of the school and promote fundamental British Values.
- Participate in the school process of appraisal/performance management.
- Work with and give appropriate guidance to students, volunteers, etc, and contribute to the writing of progress reports, etc, on them.
- Carry out any other professional duties within the school that may be reasonably required by the Headteacher.
- Carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Take responsibility for safeguarding and promoting the welfare of children.
- Use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.
- Undertake training and professional development as appropriate.
- Undertake other duties appropriate to the post that may reasonably be required from time to time
- Be prepared to work in any area of the school.
- Ensure the effective education of pupils for whom the post holder has responsibilities.
- Meet and maintain the DfE's Teacher Standards (Sept 2012)

## **MIDDLE LEADER POST ONLY - ADDITIONAL RESPONSIBILITIES – TEACHING & LEARNING RESPONSIBILITY POINT 2A**

The Postholder will have 'significant and sustained additional responsibilities' that are focussed on teaching and learning and go beyond that required of other main scale teachers. TLR2a will be awarded where teachers routinely undertake tasks that:

- Impact on educational progress beyond their assigned pupils. i.e., identify priorities for School Development Planning through their Learning Zone Action Plans and report on progress to the school Leaders.
- Lead, develop and enhance the teaching practice of others. i.e., work with and support other staff to ensure that teaching and learning in given areas are good or better.
- Lead, manage and develop on curriculum within a Learning Zone, i.e., maintain specialist knowledge and act as a point of reference to other staff.

The TLR postholder will be expected to maintain and extend 'Curriculum Leadership' within a Learning Zone. Routinely they will:

- Liaise with colleagues in their Learning Zones and draw up an annual Learning Zones Development Plan.
- Ensure that teachers in the zone adhere to the school's expectations in relation to curriculum monitoring, timetabling, record keeping and assessment.

- Audit Resources and ensure that resources are purchased in line with annual budgets and Learning Zone Action Plans and effect any repairs or replacement of resources
- Be a point of reference and support for colleagues
- Maintain their specialised knowledge of teaching and learning in their Learning Zones and be prepared to share and model good practice
- Liaise with Local Authority Advisory staff and other external support
- Liaise with our CPD Coordinator to locate suppliers of external training and extend their subject knowledge by attending relevant courses and feeding back at Staff Meetings
- To maintain a Learning Zones File and keep all current documents and evidence ready for Ofsted Inspection.

We currently have One TLR2a post -

TLR postholders play a pivotal role in developing and sustaining school improvement. Each Learning Zones is allocated an annual budget and is expected to produce an Annual Learning Zones Action Plan. This plan will be monitored and reviewed at the end of each term and outcomes will be discussed at termly meetings with the Headteacher. TLR postholders are given additional PPA time.