

Job Description

Class Teacher (KS3) – ‘The Platform’

General Duties

To carry out the professional duties of a teacher as directed and in accordance with the policies of the provision, under the direction of the SET Director of Behaviour and Inclusion. To develop the emotional skills of children in order to ensure that they are able to receive the best teaching and learning in the classroom. Be willing to take a leading role in developing workplace policies and practice and in promoting collective responsibility for their implementation.

Responsible to: The SET Director of Behaviour and Inclusion.

Relationships with children and young people

- 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.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Main Responsibilities

- Contribute to the development, implementation and evaluation of the policies and practice of the workplace, including those designed to promote equality of opportunity.
- Communicate effectively with children, young learners, parents/carers and colleagues, including those from multidisciplinary teams.
- Communicate effectively orally and in writing to parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people and raising their levels of attainment and actively engage them in their child's development.
- Demonstrate excellent and innovative pedagogical practice in order to provide young learners with excellent opportunities and outcomes.
- To raise the quality of teaching and learning, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes.
- Set clear and challenging targets for each pupil that build on prior attainment.
- Assess learning objectives that have been achieved and use them to improve specific aspects of teaching.
- Mark and monitor pupils' work, set targets for progress.

- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving.
- 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.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach.
- Use an appropriate range of approaches to assessment, including formative assessment, in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development.
- 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.

Professional Standards

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- 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 their workplace, including those designed to promote equality of opportunity.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- 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
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Teaching and Learning

- Identify clear teaching objectives and specify how they will be taught and assessed
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
 - are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
 - use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
 - take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions.
- Plan, set and assess homework and other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning.

- Identify and provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and enhance learning.
- Provide clear structures for lessons maintaining pace, motivation and challenge.
- Make effective use of assessment ensure coverage of programmes of study.
- Ensure effective teaching and best use of available time.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Act upon advice and feedback and be open to coaching and mentoring.
- Take responsibility for the successful progress and outcomes of students.

Behaviour for Learning

- Use a range of strategies to promote and encourage positive behaviour.
- Take frequent and varied opportunities to praise and reward students.
- Be open and willing to participate in restorative approaches following conflict.
- Be willing and able to support colleagues where physical intervention is an appropriate course of action.
- Be reflective about personal approaches to behaviour intervention strategies and able to make adjustments that lead to improved outcomes in the future.
- Know when it is appropriate to ask for the assistance of colleagues.
- Communicate effectively with all colleagues so personalised support can be given to each student
- Participate in behaviour intervention training that adapts and modifies 'The Platform' approach to behaviour intervention.
- Communicate confidently and effectively with families about issues linked to positive and negative behaviours.

Every Child Matters

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding 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 or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Leadership and Management

- 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.
- Make use of the local arrangements concerning the safeguarding of children and young people.
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the behaviour policy;
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.
- 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.

Pupil Support

- Ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught.
- Evaluate their own teaching critically to improve effectiveness.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Communicate effectively with learners and colleagues.
- Have a commitment to collaboration and co-operative working where appropriate.
- Identify and use opportunities to personalise and extend learning through out of school contexts where possible making links between in-school learning and learning in out-of-school contexts.

Person Specification

Class Teacher – ‘The Platform’

Essential	Assessment by
<p>Qualifications and Experience</p> <ul style="list-style-type: none"> • Good/outstanding teacher • QTS qualification • Knowledge and understanding of effective behaviour management techniques/strategies/intervention • Comprehensive understanding of assessment and profiling • Understanding of quality of provision and assessment to support learning • Understanding of inclusive practice to support learning • Knowledge and understanding of a range of factors that may impede learning • Knowledge and understanding of what constitutes quality teaching and learning and strategies to improve teaching and learning and improve/raise achievement 	<p>A, I, R</p>
<p>Experience</p> <ul style="list-style-type: none"> • A variety of teaching experiences • Experience of working effectively with disaffected, disengaged and challenging pupils • Experience of working in a nurturing, pastoral role • Experience in providing comprehensive medium term plans, individualised learning plans and extensive differentiation of learning • Experience of identifying appropriate success criteria and measuring progression • Experience of using emerging technology – particularly Interactive Whiteboard effectively to enhance, enrich, stimulate, support and provide challenge within lessons • Experience of planning a lesson/day/or week • Experience of providing/planning innovative, imaginative, creative practice, intervention, strategies, schemes of work, curriculum, lessons • Experience/contribution to curriculum planning • Experience of planning, co-ordinating, supervising educational visits 	<p>A,I,R</p>

<p>Skills and Competencies</p> <ul style="list-style-type: none"> • Excellent classroom practitioner • Ability to write reports for a range of purposes and audiences • Ability to enthuse, motivate, engage, influence pupils, staff and parents • Excellent communication skills • Ability to build rapport, relationships and trust • Ability to deliver lively, stimulating, enjoyable learning experiences • Ability to use ICT to support planning, research, teaching and learning, data storage, monitoring and presentation • Ability to manage a range of behaviour within the classroom 	<p>A,I R,P</p>
<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Willingness and ability to physically intervene where necessary to prevent injury to pupils/others or significant damage to property • The role involves contact with, or work for, pupils which through their circumstances or behaviour regularly place emotional demands on the job holder • Resilience to cope with intense periods of concentrated mental attention, potentially stressful situations, interruptions and conflict 	<p>A,I,R</p>

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits.