

Job Description & Person Specification

| CEDARS Short Stay School | | | |
|--------------------------|---------------|-----|------------------|
| Post Title | Grade | TLR | Date |
| Teacher | MPS or UPS | | February 2015 |

Reporting Relationships

Responsible to: The Deputy Head Teacher

Responsible for: Carrying out the duties of a School Teacher as set out in the School Teachers' Pay and Conditions Document.

School Purpose and Values

To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students either in the classroom, in their home or in a suitable offsite facility.

Teacher Standards

Teachers must make the education of their students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Purpose and values of department

All staff are expected to:

- work in accordance with school policies, providing excellent moral, social, spiritual and cultural role models
- put the needs of the school's pupils first and actively promote an enthusiasm to learn
- promote and safeguard the welfare of children and young persons you are responsible for or come into contact with
- be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection

Statement of Purpose

All teachers are expected to:

- have attained the National Standards for Qualified Teacher Status, or NQT
- enhance and update their teaching and learning skills through continuing professional development

Key Responsibilities

- Set high expectations which inspire, motivate and challenge students
- establish a safe and stimulating environment for students, rooted in mutual respect
- set goals that stretch and challenge students of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of students.

Promote good progress and outcomes by students

- be accountable for students' attainment, progress and outcomes

- be aware of students' capabilities and their prior knowledge, and plan teaching to build on these
- guide students to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how students learn and how this impacts on teaching
- encourage students to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all students

- know when and how to differentiate appropriately, using approaches which enable students to be taught effectively
- have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development
- have a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking, and encourage students to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around Cedars, in accordance with Cedars behaviour policy

- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions , rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them
- maintain good relationships with students, exercise appropriate authority, and act decisively when necessary

Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of The Academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to students' achievements and well-being.

Professional Accountabilities

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the school by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Other

- To undertake any other duty as the Head teacher may reasonably direct
- To be responsible for promoting and safeguarding the welfare and safety of students at all times
- To carry out all duties in a manner which promotes equality of opportunity, dignity and due respect for all persons and is consistent with CEDARS' Equal Opportunities Policy

Note:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy.

Person Specification

| Minimum Criteria for Two Ticks * | Criteria | Measured by |
|----------------------------------|---|-------------|
| | <p>Qualifications and Training</p> <ul style="list-style-type: none"> • Degree • PGCE or equivalent • Good numeracy and literacy skills. | AF/I |
| | <p>Knowledge and experience</p> <ul style="list-style-type: none"> • Subject specific expertise to GCSE standard • Experience of teaching 11 16 year old pupils • Good classroom management • Good understanding and ability to use relevant equipment/ technology. • Ability to work constructively as part of a team. • Ability to relate well to children and to adults. • A commitment to own personal development. • Full working knowledge of relevant policies/codes of practice. • An understanding of curriculum development, planning, evaluation and implementation. • In depth understanding of specific area of learning e.g. Degree specialism • Understand the principles of child development and learning processes. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail | AF/I |
| | <p>Skills</p> <ul style="list-style-type: none"> • Ability to work within a team as well as independently • Be innovative, capable of reflection and evaluation • Can sustain worthwhile development • Be able to empathise with a wide range of stakeholders • Be well organised and have good time management skills • Able to access and analyse data • Have a sense of humour • Good communication | AF/I |

AF = Assessed at Application Form

I = Assessed at Interview

T = Assessed through Test

Note:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***

- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

We are proud to display the **Two Ticks Symbol**, which is a recognition given by Jobcentre plus to employers who agree to meet specific requirements regarding the recruitment, employment, retention and career development of disabled people.