



# CITY OF ROCHESTER SCHOOL

## TEACHER JOB DESCRIPTION

Job Title	Teacher	Team	Teaching
Job Band	City of Rochester Pay Scale	Reporting To	Member of SLT
Hours	Monday – Friday 08:30 – 16:30 Term-time plus inset days	Line Manages	N/A

### Role Purpose

- To lead teaching and learning of the students through effective delivery of access to and progression through the personalised curriculum for each student. Responsible for leading and managing the class team.
- Demonstrate the vision and values of City of Rochester School in everyday work and practice, upholding the school ethos of challenge and support where all students can reach their full potential by maximising their engagement in and access to learning.
- Actively contribute to the shared culture of excellence and capacity building that promotes inclusion and maximises learning and achievement of students and colleagues.
- Treat all members of the school, with dignity and respect, contributing to the positive ethos and culture.
- Ensure that your own practice is consistent with City of Rochester School and the organisation's policies and procedures and for keep abreast of any changes to these e.g. through reading updated policies or participating in CPD and staff training.
- Actively engage in personal and corporate Continuing Professional Development (CPD) – regularly reflecting on your own practice, working towards personal targets and participating positively in the arrangements made for performance management/appraisal and contributing to school development as set out in the School Development Plan.
- Ensure that your own responsibilities and accountabilities are clearly defined and understood, manage your work and communicate proactively with your manager to that end.
- Uphold City of Rochester School policies to protect and safeguard students in order to secure their health, safety and wellbeing.
- Ensure that your personal use of resources is efficient and effective and actively upholds City of Rochester School and Health and Safety and Expenditure policies.
- Assume personal responsibility for implementing the organisation's policy on Equal Opportunities and Inclusion for all staff and students.
- Carry out any such duties as may be reasonably required by the Headteacher.

## **Responsibilities:**

### **Quality of Teaching**

- Ensure outstanding teaching and learning across the curriculum for students in your class, as a result of team working and strategies, underpinned by a behavioural approach. Through effective teaching, learning and behaviour support, ensure all students in your class make at least expected progress towards their academic and personal development targets and EHCP outcomes.
- Ensure that your own subject knowledge is thorough, including the teaching of literacy and numeracy and is promoted and delivered effectively in class enabling students to access a broad and balanced, appropriately challenging learning experience.
- Ensure that students access the timetabled curriculum and that lessons are exciting and challenging, inspiring every student to develop the skills and knowledge required to be an effective learner and achiever with a level of independence where appropriate.
- Demonstrate knowledge of how students learn and how this informs teaching strategies; regularly reflect on teaching, learning and general practice within your class to evaluate the effectiveness of your teaching and students' learning.
- In collaboration with the school team and, informed by assessment for learning data, plan weekly for your class in all lessons you are timetabled to teach and/or lead and share these plans with other adults involved in supporting learning in your class.
- Plan, support and promote the agreed balance of small group and intensive 1:1 teaching for each student the class across the curriculum.

### **Meeting Diverse Learning Needs**

- Work collaboratively with the team and external professionals to ensure individual programmes and behavioural interventions support students' access to curriculum broad, balanced and accessible curriculum.
- Promote curriculum continuity, consistency and personalisation, balance, differentiation and progression; taking into consideration students' prior attainment and individual education plans, for all students.
- Write and review risk assessments and arrangements for educational visits undertaken by students in your class.

### **Target Setting and Student Progress**

- Use assessment data effectively to set clear lesson objectives, weekly objectives and medium term targets for all students within the class.
- Be responsible for leading the class team to ensure accurate and timely assessment, recording and reporting of student progress, including ensuring accurate and appropriate data collection systems are followed and used as an effective assessment for learning tool.
- Participate in effective and timely home-school communication, ensuring that parents and carers are kept informed and updated about their student's progress (and/or any challenges) and about the contribution they can make in supporting their child's learning.
- Support class staff to make accurate and meaningful assessments; track and report on progress - e.g. contribute to Annual and Termly reports of student progress and to target setting ensuring these are written to a high standard and completed to deadline.
- Be accountable for students' attainment, progress and outcomes in your class.
- Encourage students to be aware of their targets and how to achieve them.
- Know and understand how to assess different subject and curriculum areas, including statutory assessment requirements.

- Monitor the use of reinforcement and accurate marking – encouraging students to respond to the feedback to inform their learning, where possible.
- Ensure that students make progress towards their medium term targets as identified in ‘Teaching and Learning Meetings’ and ‘Student Progress Review Meetings’ writing clear and accurate termly and annual reports as required by City of Rochester School policies and procedures.
- Ensure that student views are collected, analysed and reported on to inform’ own views of their learning and experience of school.
- Promote and facilitate parental and carer involvement in their child’s learning by making every effort to foster good relationships with all parents.

### **Behaviour and Safety**

- Ensure that the school environment is well managed and that resources are used efficiently and safely.
- Ensure accurate reporting and recording by members of the class team of all matters relating to Health and Safety and student welfare in accordance with City of Rochester School policies and statutory guidelines.
- Ensure that any personal care and/or Health Care Plans needs take account of all relevant City of Rochester School policies.
- Carry out accurate and timely reporting and recording of student attendance and punctuality.
- Ensure that student details are kept updated on the school database.

### **Leadership and Management**

- Be responsible for the Line Management of the Class Team (Support Staff).
- Identify areas of outstanding practice fairly and robustly challenging underperformance relating to members of the class team, and in collaboration with relevant school leaders, put in place effective support and intervention measures to keep performance on track.
- Ensure that school Leaders receive timely and accurate information relating to appraisals and assessment.
- Contribute to school projects and programmes identified to develop the school to achieve its overall aims and objectives and implement its plans, policies and procedures.
- Provide lunchtime supervision which may include lunchtime clubs and activities.

### **Spiritual, Moral, Social and Cultural Development:**

- Ensure that all students in the class access additional learning opportunities including participation in school events and educational visits and school visitors in order to promote their spiritual, moral, social and cultural development.
- Organise and maintain a classroom environment that promotes students spiritual, moral, social and cultural development: through display; a diverse range of teaching materials; well organised morning and afternoon PSHCE lessons; classroom routines, paired and small group work and play opportunities.
- Demonstrate an awareness of the spiritual, moral, social, physical and cultural development of each student and adapt teaching to support students’ education at different stages of development.

### **Additional:**

- Undertake any other appropriate responsibilities and duties that may be requested by the Headteacher.

<b>PERSON SPECIFICATION</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>EDUCATION LEVEL AND QUALIFICATIONS</b>		
Qualified Teacher Status and experience of teaching in an autism specific setting or a desire to teach in an autism specific setting.	X	
Teacher Reference Number (previously referred to as GTC Registration Number)	X	
<b>SPECIFIC KNOWLEDGE, EXPERIENCE AND SKILLS</b>		
Demonstrable understanding of safeguarding and promoting the welfare of children and young people	X	
Experience teaching, learning and assessment of pupils with SEN in the 4-19 age range (within mainstream or specialist settings)	X	
Demonstrable knowledge of excellent practice in curriculum planning, development, assessment and evaluation of pupil progress including preparing pupils for externally accredited awards and qualifications and knowledge of the National Curriculum	X	
Experience of managing assessment, recording and reporting	X	
Good appreciation of health and safety in the workplace, E-Safety and Data Protection Principles and equal opportunities	X	
Good understanding and proven experience of managing health and safety arrangements in the workplace, to include education off-site / beyond the classroom	X	
Specific expertise and ability to lead one or more curriculum areas	X	
Experience of line management and team leadership		X
Knowledge of school inclusion and the SEND Code of Practice	X	
<b>PERSONAL ATTRIBUTES</b>		
A passionate, outstanding teacher	X	
Consistently high expectations for self and others (adults and pupils)		
Evidence of excellent interpersonal and communication skills (both verbal and written) and appreciation of the importance of positive communication with parents and external professionals	X	
Excellent organisational skills; able to balance conflicting priorities	X	
IT literate	X	
Physically and emotionally resilient with strategies and habits that sustain and develop this resilience	X	
Flexible, adaptable and calm under pressure	X	
Good at planning and organising, with attention to detail	X	
Good problem solving and decision making skills	X	
Understanding of the need for confidentiality and sensitivity	X	
Understanding of how the role contributes to the overall operation and success of the school	X	