

Stormont House School Teacher Job Description/Person Specification

Primary/ Year 7 Teacher

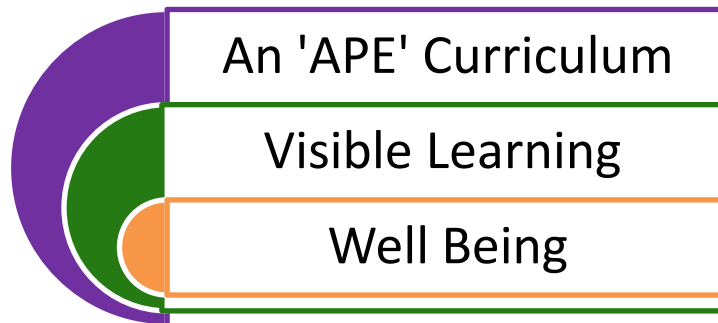
Inner London Main/ Upper Pay Range + SEN1

An additional TLR may be possible for the right candidate

Our vision

Achievement for all in a unique world-class school

Whole School Priorities 2017-20



Purpose of the Role

On secondary transfer, all students are working within primary expectations, mainly within Key Stage 1. The purpose of this role is

- To effectively support students in managing the transition from primary to secondary school and to set them up for success as they progress through the school
- To teach a large proportion of lessons to one of our Year 7 classes ensuring the best possible progress and outcomes for every individual and group of learners.
- To ensure we have a thorough accurate understanding of students' strengths and weaknesses through grounded assessment processes in order to shape future teaching
- Playing a central role in the teaching of English/Literacy and Maths alongside the relevant subject leaders and other teachers
- Teaching some other subjects without loss of quality e.g. Humanities
- Being a form tutor to a class of approximately 11 students; giving them close pastoral guidance and reviewing their strengths and needs regularly

If a TLR is offered in addition:-

- To effectively lead, develop and enhance the teaching practice of other staff while simultaneously continually improving own practice.
- To have a demonstrable impact on the educational progress of students other than your assigned classes

Curriculum offer

We offer a diverse and vibrant curriculum, including the National Curriculum, which is tailored to meet students' needs by exciting, supporting and challenging them. We expect our students to make the best progress possible; socially, emotionally and academically. We set out to combine the very positive aspects of primary education with the specialist subjects of secondary in order to provide the best quality education possible. We offer the full range of National Curriculum subjects, with a strong focus on both creativity and access skills such as literacy and numeracy.

General Duties and Responsibilities:

- To lead subject(s) and teach classes as allocated, having due regard to the requirements of the National Curriculum; School Policies, Aims and Philosophy and Schemes of Work.
- To work in accordance with the requirements of the Teachers' Standards, School Teachers Pay and Conditions Document; Hackney Learning Trust/Council Code of Conduct for Employees; relevant legislation, School/ Learning Trust Human Resources Framework, and best practice guidelines.
- To actively strive to raise achievement and provide equality of opportunity for all students.
- To ensure that children are well safeguarded, supported and guided in their personal development and academic progress

Specific Responsibilities.

1. To ensure that incoming students are supported in making a successful transition into secondary, including through effective professional liaison and accurate baseline assessment
2. Ensuring that the curriculum offer
 - a) is rich, vibrant and well-matched to learners' starting points
 - b) leads to, but is not limited by, appropriate accreditation routes that will ensure progression to the next stages of education and then employment.
 - c) is reviewed regularly and appropriate overview summaries made available to other staff and parent/carers
3. Preparation/ revision of schemes of work as necessary. To prepare the differentiated programmes necessary to meet the special education needs of groups and individuals, working closely with others, as necessary, to jointly plan and assess student achievement.
4. To take an active role in the school's pastoral care system as a form tutor; building trusting and effective relationships between home and school; supporting your students' progress academically and socially in all areas of school life.
5. To develop a good working knowledge of students' SEN, and relevant strategies to address them both in and out of the classroom.
6. To act as the lead professional for your class as part of the Annual Review/ Education, Health & Care Plan process (mentored into this by the SENCo)
7. Continually reviewing and improving teaching & learning processes that will lead to the best possible outcomes for all individuals and groups of learners, including through school-based action research, learning from external research, reviews of pedagogy, data and other evidence sources.
8. To communicate effectively with parents/carers; our SEN Leader; Leadership Team; outside agencies and the multi-disciplinary team.
9. To line manage relevant teaching and/or non-teaching staff, as directed
10. To contribute to the teaching of other subjects if necessary, as directed.
11. To contribute, as appropriate, to budgeting and resources, devising, reviewing and evaluating relevant Subject/ Department Action Plans

Role-specific information

12. If a TLR is awarded for this role, the teacher's duties include a significant responsibilities that are not required of all classroom teachers and that
- a) are focused on teaching and learning;
 - b) require the exercise of a teacher's professional skills and judgement;
 - c) require you to lead, manage and develop a subject or curriculum area; or to lead and manage student development across the curriculum;
 - d) have an impact on the educational progress of students other than your assigned classes or groups of students; and
 - e) involve leading, developing and enhancing the teaching practice of other staff.

To Whom Responsible: identified middle leader/ senior leadership team member

Additional Information

- There are 30 lessons per week including assembly, and you would receive 4 lessons as non-contact time.
- In each year group there are two classes with around 11 students in each, usually supported by a Teaching Assistant
- IT is an important area of the school development plan. There are dedicated IT hubs available for use by all subject areas. Teachers must be enthusiastic users of IT with a willingness to develop their skills in terms of classroom practice and the use of data
- All departments bid for their budget according to needs identified in their departmental Development Plan. The successful candidate will be responsible for building and monitoring relevant budgets and Development Plans.
- All teachers need to be flexible in their curriculum offer and may need to contribute to the delivery in other subject areas. Careful consideration is given to teachers' preferences, interest and areas for development. Priority is given to best matching staff skills to student need within available resources.
- Staff who are awarded a TLR have a clear line management/ quality assurance role with regard to other classroom teachers, teaching assistants and/or technical support staff, as appropriate

At a time of rapid educational change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate, and as new needs arise. Job descriptions are reviewed annually as part of the performance management process.

SELECTION CRITERIA for the post (E-Essential, D-Desirable)

1	DfE recognition of Qualified Teacher Status	E
2	A track record of teaching that is consistently at least good, preferably outstanding	E
3	An understanding of, and enthusiastic commitment to, <ul style="list-style-type: none"> • The shared school vision • Your personal contribution to moving us closer to that vision 	E
4	The ability to ensure effective leadership of learning and delivery of the relevant curriculum area(s), including: <ul style="list-style-type: none"> • Expertise in appropriate Assessment for Learning strategies, teaching methodology, planning linked to assessment etc. • Sound experience of planning, teaching and assessing relevant subjects/aspects of the National Curriculum ensuring high levels of achievement for all learners • An interest in, and some experience of using impact evaluations or research evidence (school-based or other) to improve learning outcomes 	E E D
5	Understanding of the factors and strategies that will support high levels of progress and achievement, including successful transition of students into the school from primary and then through each Key Stage, including appropriate approaches to baseline assessment	E
6	An understanding of students' special educational needs, appropriate differentiation and methods of recording and assessment. Knowledge of the Annual Review process.	E D
7	<ul style="list-style-type: none"> • Evidence of positive and constructive working relationships with relevant members of the leadership team/ HoD in current/ most recent role • The ability to work within a team and liaise effectively with others within and beyond the school, leading as appropriate. • Experience of aspects of project/ subject/departmental leadership and development planning, including ensuring the effective use of resources. • Experience of successful approaches for leading, developing and enhancing the teaching practice of other staff. • Evidence of impact on the educational progress of students other than your assigned classes or groups of students 	E D
8	The ability to combine professional expertise with the necessary emotional resilience to ensure effective pastoral care. To be able to rebound after setbacks and the ability to help others do so.	E
9	Evidence of active commitment to ensuring that all children are well safeguarded, supported and guided in their both their personal development and academic progress	E
10	To pro-actively ensure that Equalities and Diversity policies are implemented throughout curriculum planning/delivery and pastoral work, being able to give examples of where this has been successful (for example) in tackling potential underachievement	E