

JOB DESCRIPTION: Main Scale Teacher and Form Tutor within the Pears Special Resource Provision

The following job description is for the guidance of candidates as to the requirements of the post.

Purpose:	To promote students' learning and be accountable for their progress, attainment, behaviour and safety in the classes that you teach within the PSRP. To raise standards of students' achievement, attitude to learning and wellbeing, offering support and guidance and acting as professional role model within the school. To teach a bespoke curriculum to a small group of ASC students within the PSRP
Responsible to:	Operational Director of the PSRP
Disclosure level:	Enhanced
Salary/Grade/ Working time :	As set out in the Conditions of Service for Teachers as presented in the School Teachers Pay and Conditions Document published by the DfE; appointed on the JCoSS scale (equivalent to MPS with Outer London Allowance) in accordance with experience.

Main (core) duties:

Professional Standards

- Fulfil the national Teachers' Standards
- Support the aims and ethos of the school as defined in the staff handbook and school prospectus
- Act as a positive role model in terms of professional appearance, conduct, punctuality and attendance
- Maintain a purposeful and calm atmosphere in the classroom, upholding and applying agreed policies and practice for learning, behaviour and uniform in a consistent, firm and non-confrontational manner
- Take responsibility for professional development and progression, making full use of opportunities and training provided by the school
- Attend team and staff meetings as appropriate, contributing actively whenever possible

Teaching and Learning

- Carry out teaching duties in accordance with the school's Schemes of Learning, the National Curriculum (where applicable) and public examinations specifications
- Plan and deliver lessons and other learning activities in accordance with the school's Teaching and Learning Policy, ensuring that all students make progress towards clear learning objectives
- Liaise with other colleagues to prepare and deliver units of learning in a collaborative way (the contribution reflecting the post holder's level of responsibility)
- Work closely with teaching and other support assistants in ensuring that suitably differentiated material and learning pathways are provided to challenge all students
- Work collaboratively with staff in the mainstream to provide an appropriate and bespoke curriculum programme of mainstream and PSRP subjects for each of our students

- With departmental colleagues, set appropriate aspirational targets for student attainment based on prior data
- Set work for students absent from lessons in line with the school's policies
- Plan and deliver appropriate units of work from ASDAN and Functional Skills programmes to ensure that students are able to develop appropriate social and life skills, keeping records of students' work and monitoring and maintaining portfolios for external assessment
- Contribute to the school's timetabled Enrichment programme with all year groups
- Be willing to learn Team Teach skills and to be proficient in the use of de-escalation techniques.
- Lead a Year Team of Learning Support Assistants

Assessment, Recording & Reporting

- Maintain rigorous and accurate records, including students' attainment, attendance, home learning, behaviour and outline lesson plans
- Assess and return work (in line with the school's Assessment Policy) on a regular basis, including feedback for improvement for each student
- Assess students social and emotional progress using the SCERTS framework in line with PSRP policy.
- Write reports on students when required within the school's assessment cycle and additional "round robin" reports when requested.
- Work with the Annual Review Coordinator to ensure that accurate documentation and reports are maintained for each student.
- Lead Annual Review meetings for appropriate students providing feedback on progress and work with stakeholders to ensure appropriate short and long term outcomes are set, actioned and reviewed in line with EHCPs, are set as well as
- Provide and input academic progress data in accordance within the school's assessment cycle; analyse that data and use it to inform planning, teaching and other interventions as required
- Assist the PSRP Operational Director in carrying out suitable evaluation and analysis of examination results and performance at the beginning of the academic year and agreeing actions as necessary
- Liaise in a timely way with individual parents on students' progress as necessary and reasonable, including attendance at consultation evenings, PLP meetings and the Annual Review Process
- Work within the code of practice relating to Disability and Special Educational Needs, liaising as necessary with the Learning Support Department and the Pears Special Resource Provision team.

Form Tutor

- Ensure the accuracy of registers and co-operate with school systems for collecting absence notes
- Monitor the academic progress of each student using data and alert relevant subject staff and/or the Year Learning Coordinator or senior staff if there are any areas of concern
- Build relationships with all students and be available when needed to listen and offer support and encouragement
- Maintain high standards within the form including monitoring attendance, punctuality, uniform, homework records, attitude and behaviour
- Teach a weekly PSHCE lesson
- Teach weekly Social Thinking lessons to help develop students' social cognition.
- Disseminate school information, including timetables, and messages from other staff
- Write annual tutor reports and any special reports or references as required
- Attend Parents' Consultation Meetings and Year Team Meetings
- Make routine contact with parents in liaison, where necessary, with the YLC

Other Duties:

- To play a full part in the life of the school community, to support its mission and ethos and to encourage and ensure students follow this example
- To support appropriate extra-curricular activities to provide opportunities for students to excel outside their classroom activities.
- To continue personal professional development
- To engage actively in the appraisal process
- To undertake any other duty as directed by the Headteacher.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified, especially in the context of a new and growing school which requires flexibility in all of its employees.

This job description is current at the date shown but, in consultation with the postholder, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

As with all roles at JCoSS, it is essential that school protocols are followed to protect data subject's personal information.

JCoSS is committed to safeguarding and promoting the welfare of children and young people and expects all its staff and volunteers to share this commitment. All post holders are subject to a satisfactory enhanced Disclosure & Barring check.

Person Specification – Main Scale Teacher and Form Tutor within the Pears Special Resource Provision

Qualifications

- Qualified Teacher Status, or equivalent experience
- Qualification to the equivalent of degree level in specialist subject or a related subject

Work-related knowledge, experience and skills

- Secure knowledge and understanding of the specialist subject at KS3, KS4, A Level and/or other national qualifications as appropriate, and of strategies that improve understanding
- Experience of working with students with a diagnosis of ASC
- A good classroom practitioner with evidence of setting appropriate expectations to advance learning and to engage and motivate students.
- Flexibility and willingness to teach an alternative programme such as ASDAN CoPE, PSD
- Ability to encourage and maintain good order and discipline through well focused teaching, positive relationships and good classroom management
- Ability to manage behaviours that challenge and to work within a multidisciplinary team to develop behaviour plans that focus on de-escalation.
- Ability to use appropriately a range of differentiated teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students

- Ability to set clear and appropriate targets, feedback to students and make use of assessment information to promote each student's attainment and progress, and to plan future lessons
- Ability to make good use of ICT as a teaching and learning resource and for professional practice
- Knowledge of how to give positive and targeted support to students with special educational needs
- Ability to reflect on own practice

Personal skills and attributes

- Willingness to support the pluralist Jewish ethos of the school
- Determination to encourage the highest quality of learning experience for all students
- Commitment to equal opportunities
- Ability to establish good and productive working relationships, and work well in a team
- Ability to communicate effectively to staff, students, parents, orally and in writing
- Ability to manage workload and meet deadlines
- Ability to empathise with young people and be firm, fair and consistent when dealing with them
- Excellent attendance and punctuality
- Ability to work in and lead a team
- Enthusiasm, personal dynamism and stamina
- Sense of humour and perspective
- Ambition & personal presence
- Ability and willingness to offer extra-curricular activities
- Ability to use research evidence to inform and improve teaching