



MANOR HOUSE SCHOOL

JOB DESCRIPTION: **Primary Teacher**

Reports To: **Assistant Head – Curriculum Lead**

Review and Amendment: This job description will be reviewed annually and may be subject to modification and amendment following consultation between the Headteacher and the post holder.

Purpose of Job:

1. To secure high quality teaching, effective use of resources and improve standards of learning and achievement for all pupils in consultation with the Head of School
2. To teach a range of subjects as necessary to ensure the effective delivery of the school's curriculum.
3. In consultation with the Headteacher/Senior Leadership Team undertake other identified areas of responsibility as necessary to ensure effective delivery of the school's curriculum.

Knowledge and Understanding

Have knowledge and understanding of:

- Primary Education, experience of early years is desirable but not essential.
- The school's vision, aims, priorities, targets, curriculum policies and action plans;
- Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupil's attainment and progress;
- The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils;
- Management, including employment law, equal opportunities legislation, personnel, external relations, finance and change;
- The implications of the code of practice of special educational needs for teaching and learning.

Specific Roles and Responsibilities

- To play a key role in the development of SEN provision within Manor House School.
- To work with schools, parents, key agencies and the young people with SEN to ensure effective and successful inclusion of pupils including those with a diagnosis of ASC and associated difficulties within the School.
- To support the development of learning styles and appropriate teaching approaches, behaviour management, classroom strategies, resources and whole school policies for children with complex needs and diagnoses within the school
- To initiate and model specific teaching strategies for Teachers/Teaching Assistants in conjunction with the School's therapy team, relating to individual pupils within the classroom and whole school.
- To enable access to learning and social opportunities for pupils with SEN through the delivery of teaching, support, families and the young person.
- To support the pupil to develop independence which may include support with intimate care;



- To work with Key partners in The Manor House School's therapy service (Speech and Language Service, Psychotherapy and Educational Psychology) in order to deliver and implement a multi-disciplinary approach to support individualised packages for young people with SEN.
- To support the SLT and therapy team in the continued successful development of supporting young people with complex diagnoses such as ADHD/ ASC / Attachment Disorder within the school environment.

Planning and Target Setting Expectations

- Set appropriate and achievable expectations and targets for pupils in relation to standards of pupil achievements and the quality of teaching.
- Work with the Headteacher/Senior Leadership Team and any other staff to ensure that Individual Education Plans are used to set subject specific targets and match work well to pupil's needs.
- Establish with the involvement of relevant staff, short, medium- and long-term plans for the development and resourcing of all subjects taught, which:
 - contribute to whole school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment;
 - are based on a range of comparative information and evidence, including the attainment of pupils;
 - identify realistic and challenging targets for improvement;
 - are understood by all those involved in putting the plans into practice; - are clear about action to be taken, time skills and criteria for success.

Teaching and Managing Pupil Learning

Ensure:

- Curriculum coverage, continuity and progression in all subjects taught for all pupils, including those of high ability and those with special educational needs;
- Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in subjects taught, and communicate such information to pupils;
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs and learning requirements of different pupils;
- Classroom organisation is appropriate for the lesson content and teaching style in use, with well organised resources that promote and enhance learning
- Provision of a stimulating learning environment, in which displays are relevant, well maintained and an aid to learning
- Preparation of termly, weekly and daily plans in accordance with agreed school policy and NC content
- Effective development of pupil's core literacy, numeracy and information technology skills
- Effective development of pupils individual and collaborative study skills necessary for them to become increasing independent when out of school.

Assessment and Evaluation

- Analyse and interpret relevant national, local and school data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.



- Establish and implement clear policies and practices for assessing, recording and reporting of pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
- Ensure that information about pupil's achievements in previous classes and schools is used effectively to secure good progress.
- Monitor the pupil progress made lessons, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

Pupil Achievement

- Establish clear targets for pupil achievement and evaluate progress and achievement by all pupils, including those with special educational and communication needs.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

Relations with Parents/Carers and Wider Community

- Establish a partnership with parents/carers to involve them in their child's learning as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to enhance teaching and develop the pupil's wider understanding.
- Communicate effectively, orally and in writing with parents, Acorn directors, external agencies and the wider community including business and industry.

Managing own Performance and Development

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Achieve challenging professional goals.
- Take responsibility for your own professional development.
- Undertake Team Teach training as directed by the school.

Managing Resources

- Establish resource needs and advise the Headteacher/Senior Leadership Team of likely priorities for expenditure and allocate available resources with maximum efficiency to meet the objectives of the school and achieve value for money.
- Manage the deployment of support staff within their classroom, to ensure the best use of subject, technical and other expertise.
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Use accommodation to create an effective and stimulating environment for teaching and learning.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.



Team Working and Collaboration *The post holder will:*

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.

Other Duties and Responsibilities

A job description can never be fully descriptive and exhaustive of unforeseen changes or circumstances. It is expected that staff will, within reason, respond to unforeseen circumstances and emergencies as they arise, commensurate with their qualifications, experience and the situation.



Personal Specification	Essential	Desirable	Measured by: application form / interview
Qualifications and Training			
Degree in Education			A
QTS			A
Willingness to undertake training			I
Good literacy and numeracy			A/I
Full Driving Licence			I
Current first aid qualification			A
Experience			
Experience of working with young people with complex needs, preferably in an education			A
Knowledge and Understanding			
Understanding / knowledge of Safeguarding			A/I
Understanding / knowledge of pupils with Special Educational Needs (SEN)			A/I
Understanding / knowledge of assessment tools			I
Understanding / knowledge of local and national learning strategies			A/I
Skills			
Ability to work as part of a team			A/I
Able to organise, prioritise and complete tasks efficiently			A/I
Flexible approach to working			I
Ability to build relationships with children & young people			A/I
Able to deal with problems in a positive and systematic manner			I
Ability to use own initiative			A/I
Able to recognise behaviour in children, which gives cause for concern, and follow school procedures.			A/I
Competent in the use of ICT			A/I
Able to work effectively as part of the whole school team			A/I
Able to communicate effectively (both orally and in writing).			A/I
Personal Characteristics			
Punctual and Reliable			A/I
Calm under pressure			A
Self-motivated			A



Positive and energetic approach to work			A/I
Versatile and Flexible			A
Willing to learn from the good practice of others			A/I