



Hopelands Preparatory School

38/40 Regent Street, Stonehouse, Gloucestershire, GL10 2AD

Job Description

1. **Name:**
2. **Post:** Maths Teacher & SENCo
3. **Hours:** Part time (tbc)
4. **Salary:** Hopelands Pay Scale

Reviewed: September 2021

5. Relationships:

The postholder is responsible to the Head for his teaching duties and responsibilities. The postholder interacts on a professional level with colleagues and seeks to establish and maintain productive relationships with them with the aim of improving the quality of teaching and learning in the school.

6. Main purpose of the job:

- Be responsible for the learning and achievement of all pupils in the class/es ensuring equality of opportunity for all
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils
- Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the Staff Handbook and Teachers' Standards (2012).
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school

7. Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the Staff Handbook. Teachers should also have due regard to the Teachers' Standards (2012). Teachers' performance will be assessed against the teacher standards part of the appraisal process as relevant to their role in the school. Teachers are expected to be flexible and will occasionally be asked to swap/exchange duties outlined below to work in the best interests of the school.

8.1 Teaching

- Deliver the curriculum as relevant to the age and ability group/subject/s that you teach
- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils, including those with special educational needs and disabilities; gifted and talented; EAL; and be able to use quality first teaching to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress

- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for assessments

8.2 Behaviour and Safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in accordance with the school policy
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self control and independence of all learners
- Supervise playground and school care duties. Full time teachers are expected to supervise a minimum of two playground duties and one school care duty per week.
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school procedures as set out in the Staff Handbook under 'Child Protection'

8.3 Team working and collaboration

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues

8.4 Fulfil wider professional responsibilities

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

8.5 Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the Staff Handbook

8.6 Extra-curricular

- Participate in and organise extracurricular activities such as clubs, outings, productions, concerts, social activities and sporting events. Full time teachers are expected to offer two extracurricular clubs per week.

8.7 Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal

8.7 Other

- To have professional regard for the ethos, policies and practices of the school and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the headteacher

8.8 Duties more specific to your role as a part time teacher:

As a part time teacher, you will be required to carry out the following duties every week:

- One playground supervision duty

9. SENCo

The responsibilities of the Special Needs Co-ordinator are co-ordinate the support for pupils with Specific Learning Difficulties and to ensure that the provision meets the child's Special Educational Needs as well as providing equal access to the school's curriculum. Special Educational Needs pupils receive (within a suitable peer group) a broad, balanced and relevant curriculum and the school values the diversity of individual pupils' needs. The SENCo recognises and plans appropriate support of their individual needs. The SENCo encourages all members of staff to recognise and fulfil their statutory responsibilities to pupils with learning difficulties and disseminate good practice in SEN/D across the school.

Key features of the SENCo role:

- Contributing to the strategic development of SEN/D provision
- Write and present the annual SEN/D policy, adapt and update where necessary
- Overseeing the day-to-day operation and periodic review of the school's SEN/D policy
- Co-ordinating, tracking progress and evaluating the impact of the provision made for pupils with SEN/D
- Ensuring the full inclusion of SEN/D pupils within the school community and access to the school's curriculum, facilities and extra-curricular activities
- Liaising with and advising other teachers
- The effective deployment and performance management of teaching assistants
- Maintaining detailed records of the provision made for children and young people with SEN/D
- Liaising with parents and carers where necessary
- Contributing to the professional development of staff
- Liaising with external agencies
- Reporting on the progress of children and young people with SEND

10. Health and Safety:

Under the Health and Safety at Work Act 1974 and subsequent legislation the school is obliged to provide The Teacher with a work place and working conditions which, so far as is reasonably practicable, are safe and without risk to health. The Teacher is required, by health and safety legislation, to take reasonable care for his/her own health and safety and the health and safety of others.

The teacher will:

- Ensure the wellbeing of the children in their care
- Operate safely within the workplace and maintain a high standard of practice
- Carry out risk assessments, as required
- Follow the school's health and safety policy and ask for advice from the Head or Bursar where unsure

11. Staff Handbook and Policies:

A copy of the Staff Handbook is available from the staff portal. A copy is also kept in the staff room for reference. Members of staff are required to read the Staff Handbook and be familiar with the policies and procedures contained in it. You must communicate with the Head or Bursar if you are uncertain about any of the school's policies or procedures.

12. Note:

This job description is not your contract of employment or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. It will be reviewed regularly and may be subject to modification after consultation and with your agreement. Nothing will be changed without consultation.

Signature of post holder:

..... Date: / /

Signature of headteacher:

..... Date: / /

