

ST HUGH'S SCHOOL

TEACHERS (3/18)

CORE PURPOSE

To teach assigned pupils with a range of complex learning difficulties at Key Stages 3, 4 and Post 16; to ensure that all aspects of teaching (planning, assessing, recording, reporting and accreditation) are of a high quality; to make effective use of available physical and human resources; and to ensure improving standards of learning and achievement for all pupils.

To take pastoral responsibility for the assigned pupils, ensuring that their social and welfare needs are met.

GENERAL RESPONSIBILITIES

As part of their salary assessment, teachers with no additional management responsibilities receive the mandatory SEN allowance.

INSET, directed time and PPA time will be made available to enable teachers to meet their responsibilities whenever this is necessary. However, there is an expectation that teachers will also do a reasonable amount of work outside of directed time in order to meet their responsibilities as explained in the School Teachers' Pay and Conditions of Service Document. There will be a fully comprehensive Induction Programme.

Specific appraisal targets will be negotiated with teachers each year in line with the targets identified in the school development plan and their appraisal. There will be a review of their responsibilities in the light of any significant changes in the school's development needs.

Those colleagues awarded threshold payments shall have specific responsibilities identified.

EXPECTATION OF RESPONSIBILITIES

With regard to their assigned pupils, teachers are required to:

1. Implement policies and schemes of work (long-term and medium term plans) which fully support the national, LA and school policies on inclusion and entitlement;
2. Ensure that teaching plans and provision match for each assigned pupil the specifications for provision and objectives given in his/her Statement of SEN/Health Education Plan and meet the agreed targets set at the last annual review meeting;
3. Ensure that their teaching plans and any reports are parent-friendly and child-friendly and are discussed and developed in consultation with them at least once per term;
4. Maintain, co-ordinate and monitor any individual support programmes agreed with external specialists (e.g. therapists)/internal arrangements;
5. Monitor and evaluate curriculum delivery to their assigned pupils and improve plans and guidance for teaching assistants, as necessary;
6. Regularly review all pupils' learning targets and set new ones, as described in the school's documents on planning, assessing, recording, reporting and recognition;
7. Regularly review all pupils progress utilising school wide tracking systems;
8. Develop, implement and monitor any within-school inclusion programme for assigned pupils with the Senior Leadership Team;

9. Develop, implement and monitor any inclusion programme with mainstream settings for assigned pupils in collaboration with the Senior Leadership Team, as appropriate, any relevant teaching assistants and staff in the receiving mainstream setting (if appropriate);
10. Provide for the pupil's families each term and key professionals a copy of a written evaluation of progress towards each pupil's priority learning targets and details about new targets;
11. Provide for the pupil's families and key professionals each term a copy of a written evaluation of progress in relation to any inclusion programme, individual support programme or individual behaviour plan;
12. Record accurately children's progress through annual reports, individual progress records and other required records;
13. Read the individual records of assigned pupils and liaise with appropriate staff when receiving new pupils;
14. Actively work with the relevant pastoral group teachers in the primary special school to maintain continuity and progression for any assigned pupils who are at this stage of transition;
15. Conduct assessments (tests and tasks) of pupil performance in relation to school target setting and end of key stage reports, where appropriate;
16. Keep abreast of current research and good educational practice in both mainstream settings and special schools;
17. Be responsible for raising teaching assistants' awareness and skills to meet present and future needs of the assigned pupils, including giving advisory support in relation to short term plans and teaching and recording methods;
18. Develop knowledge, skills and understanding concerning the role of ICT, literacy, numeracy and SMSC within all subject areas and support assigned teaching assistants in their use;
19. Organise class team meetings to consider specific issues of organisation and development with relevant staff, when required;
20. Maintain and ensure the effective use of any teaching resources for which they are given responsibility;
21. Bid for finance for resource development and order new resources as utilising whole school systems;
22. Set and monitor homework according to the school homework policy;
23. Record significant contact with families, carers and all agencies on appropriate proformas;
24. Co-ordinate, organise and ensure the completion of induction procedures and paperwork for assigned pupils who are new to the school;
25. Maintain individual pupil files so that they are up to date and well organised and secure;
26. Pass file material of a sensitive nature/concerns to the school's designated officer;
27. Monitor pupil absence and other concerns and liaise as necessary with the school's designated officer;
28. Read and ensure that the procedures contained in the school's Health and Safety Policy are followed;
29. Read and ensure that the procedures contained in the school's Safeguarding Policy file are followed;

30. Read and ensure that the procedures identified in the school's Behaviour and Discipline Policy are followed;
31. Design, implement and monitor the effectiveness of class rules and ensure that these meet the requirements of the school's Behaviour and Discipline Policy;
32. Ensure daily registration and other administrative requirements are met;
33. Ensure that assigned pupils move around the school safely and in an orderly manner:
34. Ensure that the environment in all accessed teaching areas is kept tidy, stimulating and orderly:
35. Ensure that high quality displays of pupils' work and information for pupils are maintained in their classroom base and throughout the school as required (in line with school display policy);
36. Read and ensure that the school policy on hygiene and cleaning is met in order to facilitate the work of the caretaker and cleaners;
37. Guide and monitor the work of students on placements and voluntary helpers and ensure that they work at all times within the sight of class team members who can take responsibility for them;
38. Plan and implement class assemblies as directed and whole school class assemblies as per rota:
39. Plan, implement and evaluate off-site educational visits according to agreed procedures;
40. Participate in, if personally possible, planned residential educational visits;
41. Attend subject and whole school meetings;
42. Attend termly class review meetings and any other support meetings organised by the Headteacher or other member of the school leadership group;
43. Participate in the school arrangements for appraisal and professional development.

CORE STANDARDS

1. Set high expectations which inspire, motivate and challenge pupils
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils
 - be accountable for pupils' attainment, progress and outcomes
 - be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
 - guide pupils to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
 - encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge
 - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
4. Plan and teach well structured lessons
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and children's intellectual curiosity
 - set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
 5. Adapt teaching to respond to the strengths and needs of all pupils
 - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
 - have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
 6. Make accurate and productive use of assessment
 - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment to secure pupils' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
 7. Manage behaviour effectively to ensure a good and safe learning environment
 - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
 8. Fulfil wider professional responsibilities
 - make a positive contribution to the wider life and ethos of the school
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - deploy support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with parents with regard to pupils' achievements and well-being.

PROFESSIONAL & PERSONAL CONDUCT

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position

- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
 3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.