



St Matthias Academy

Job Description: Teacher

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| Job Title | Teacher of Design and Technology |
| Managed By | Headteacher |

Job Purpose

- To deliver teaching and learning within the national curriculum framework through planning, teaching/learning and assessment.
- To undertake the pastoral support for pupils in a class.
- To support the Behaviour Policy throughout the school.
- To contribute to developing social skills, raising self-esteem and encouraging the personal progress of all pupils in all activities.

This job description should be read in conjunction with the terms, conditions, job descriptions and Teacher Standards for all teachers in our school.

Principal Accountabilities

- To carry out the duties of a class teacher as set out in the School Teachers Pay and Conditions Document.
- To ensure that classroom practice is a model of excellence with regard to teaching and learning, classroom management, assessment and relationships with children.
- To develop and sustain educational continuity and progression in learning experiences and high pupil expectation.
- To assist and support supply staff.
- To promote and encourage good relationships between parents/carers, the community and the school.
- To maintain a system of information of events and relevant educational matters, in conjunction with the system within the school.
- To keep up to date professionally.
- To work as part of a team to ensure that the best opportunities are offered to our pupils.
- To undertake other responsibilities in the school, as agreed with the Headteacher.
- To model and promote good equalities practice and value diversity across the service

Key Duties

The post holder will be a role model of effective practice in a secondary PRU/AP setting for all staff and children. The key duties are as follows

1 Strategic Lead

To support the work identified within the School Self Evaluation and School Development Plan.

2 Core Management

- To contribute to achieving the vision and aims of the school.

- To understand the purposes, scope, structure and balance of the National Curriculum.
- To be aware of the breadth of content covered by the National Curriculum.
- To be able to answer subject-related questions that pupils raise.
- To understand the progression from KS2 to KS3 and KS4.
- To keep abreast of inspection evidence, research information, school self-evaluation etc, on teaching secondary SEBD pupils and know how to use this to inform and improve practice.
- To establish and maintain a purposeful working atmosphere.
- To prepare reports and update records, as required.
- To take responsibility for accessing resources appropriate for the age range taught
- To be aware of age related expectations in pupil progress and to have a good understanding of pupil tracking and how this informs planning.
- To ensure that pupils are challenged and supported to achieve their potential through:
 - ❖ inspiring trust and confidence;
 - ❖ building team commitment;
 - ❖ engaging and motivating pupils;
 - ❖ analytical thinking, which maximises the learning situation;
 - ❖ positive action to improve the quality of pupils' learning.
- To support the day to day management of pupil behaviour within the framework of the Behaviour Policy.
- To ensure that stereotyped views, bullying or harassment are challenged by following the school's policies and procedures.
- To support pupils who take part in offsite, alternative and/or mainstream education.
- To support the admission and induction of new pupils to the school/class.
- To effectively and sensitively communicate with pupils to support their learning.
- To ensure that the inclusion of all pupils in learning activities is promoted and supported.
- To prepare and participate in Performance Reviews.
- To continue to develop and maintain professional characteristics.
- To access and participate in team coaching for the benefit of your own welfare and the welfare of the team together with the development of reflective practice.

3 Welfare

- To understand how pupils' learning is affected by their physical, intellectual, emotional and social development.
- To establish a safe environment that supports learning and in which all pupils feel secure and confident.
- To support the physical, emotional and educational development of all pupils.
- To work in line with our Safeguarding Policy for the protection of all pupils.
- To attend to the personal and social needs of our pupils.

4 People Management

- There is no direct line management responsibility, however, it is expected that the teacher will be the first support for LSAs
- The teacher directs the work of the LSAs.

5 Curriculum

- To be able to plan progression in pupils' learning through:
 - ❖ Identifying clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specifying how these will be taught and assessed.
 - ❖ Setting tasks for whole class, individual and group work, which challenge pupils and ensure high levels of pupil interest.
 - ❖ Setting appropriate and demanding expectations for pupils' learning, motivation and presentation of work.

- ❖ Setting clear targets for pupils' learning, building on prior attainment, and ensuring that pupils are aware of what they are being asked to do.
 - ❖ Providing structure for lessons through short, medium and long term planning, which maintains motivation and challenge for pupils.
 - ❖ Planning opportunities to contribute to pupils' personal, spiritual, moral, social and cultural development.
 - ❖ Ensuring effective teaching of groups and individuals so that teaching objectives are met and best use is made of available teaching time.
 - ❖ Working with other professionals who may be involved in work with a pupil.
 - ❖ Setting high expectations for pupils' behaviour, establishing and maintaining a good standard of discipline through well focussed teaching and positive and productive relationships.
 - ❖ Assessing how well learning objectives have been achieved and use this assessment to inform planning.
 - ❖ Marking and monitoring pupils' work in line with policies and procedures.
- To ensure that work planned for pupils meets their learning needs as well as challenging them.
 - To set challenging but realistic targets for groups of and individual pupils.
 - To understand the expected demands of pupils in relation to level descriptors or end of key stage description as well as the incremental steps of progress they can make whilst attending St Matthias Park.
 - To understand and know how national, local and benchmarking data can be used to set clear targets for pupil achievement.
 - To ensure that curriculum targets as well as personal targets are set for improving pupil achievement.

6 Finance

- To take responsibility for any budgets in line with your area of responsibility.

7 Buildings

- To maintain the pleasant and motivating environment both within the classroom and around the school generally
- To maintain a positive and ordered physical learning environment both within the classroom and around the school generally

8 Health and Safety

- To be familiar with subject-specific health and safety requirements and plan lessons to avoid potential hazards.
- To be familiar with health and safety practices to ensure that the classroom environment is a safe place to work for both adults and pupils.
- To work within the Health and Safety Policy of the school.
- To work within the policy for physical intervention as outlined by Team-Teach.
- To undertake the prescribed regularity of training for the upkeep of Team-Teach certificates.
- To develop and regularly update as appropriate pupil risk/resilience assessments.
- To report any health and safety issues to the Deputy Head/Site Manager.

9 School Events

- To participate in meeting with colleagues and parents/carers.
- To attend Staff Meetings and to lead meetings, as required.
- To prepare and participate in school trips.
- To prepare and deliver whole school celebrations/meetings/events.
- To contribute to the system of whole school rewards.

10 Parents and Carers

- To keep parents/carers informed about their child.
- To contribute to Home/School liaison for the benefit of ensuring good communication.
- To welcome parents/carers warmly.

11 Links and Liaison

- To act as a good ambassador for the school within the community and within the Local Authority.
- To liaise with colleagues in other schools or in other agencies for the benefit of children.
- To attend multi-professional meetings.
- To welcome Management Committee members into the school and to report to the Management Committee as required.
- To liaise with other professionals in respect of the duties and responsibilities of the post.

12 Professional Expectations

- Continuing opportunities for CPD
- Management Time, so far as is reasonably practicable, for tasks that have been negotiated with the Headteacher.
- Pursuit of additional qualification related to the field of expertise.

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes.