

## Job Description

<b>Job Title</b>	Teacher (Secondary Phase)
<b>Department</b>	SGS Pegasus School
<b>Reporting to:</b>	SGS Pegasus School Headteacher
<b>Post reference:</b>	
<b>Main Purpose of the role</b>	
<ul style="list-style-type: none"> <li>To promote and secure high standards of teaching and learning, pupil achievement and progression</li> <li>To actively contribute to SGS Pegasus School vision, aims and objectives</li> <li>To plan, implement and deliver an appropriate and differentiated curriculum for all assigned pupils</li> </ul>	
<b>Key Tasks / responsibilities:</b>	
<p><b><u>TEACHING &amp; LEARNING</u></b></p> <ul style="list-style-type: none"> <li>Plan and deliver an appropriate differentiated curriculum, demonstrating secure knowledge and understanding of all subject areas to teach effectively across the age and ability range</li> <li>Identify clear teaching objectives and learning outcomes, with appropriate high expectations to enable pupils to succeed in their learning</li> <li>Differentiate teaching strategy and learning experiences to enable each pupil achieve full potential</li> <li>Teach with a lively, rich and enthusiastic lesson delivery, with flexibility and creativity to promote effective participation, enhance individual learning, raise aspirations and achieve full potential</li> <li>Plan opportunities to develop the social, emotional and cultural aspects of pupils' learning</li> <li>Maintain and actively utilise individual learning and/or behaviour plans</li> <li>Have up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies</li> <li>Actively contribute to SGS Pegasus School Development Plan</li> </ul> <p><b><u>PLANNING</u></b></p> <ul style="list-style-type: none"> <li>Differentiate planning to reflect stages of individual learning</li> <li>Plan for progression across age and ability range to enable pupils to achieve full potential</li> <li>Develop and implement medium and short term planning in advance of delivery</li> </ul> <p><b><u>ASSESSMENT AND MONITORING</u></b></p> <ul style="list-style-type: none"> <li>Include a range of approaches to assessment within daily teaching and interaction with pupils</li> <li>Assess pupil learning to support planning and delivery of teaching</li> <li>Evaluate the impact of teaching, refining approach where necessary</li> <li>Provide reports required for pupils i.e. for Annual Reviews, Parent/Carer meetings</li> <li>Ensure assessment information for pupils is up to date to enable the Senior Leadership Team to evaluate and monitor the progress of all pupils.</li> </ul> <p><b><u>LEARNING ENVIRONMENT</u></b></p> <ul style="list-style-type: none"> <li>To be responsible for creating a safe, stimulating and supportive learning environment</li> <li>Establish a purposeful, visual learning environment conducive to pupils needs with clear framework/structure</li> <li>Arrange resources, equipment and materials to be accessible to encourage pupils to become independent learners</li> <li>Create and maintain up to date displays with pupils which support learning and achievement</li> <li>Organise and participate in educational visits, assemblies and other events for pupils to enrich the curriculum</li> </ul>	

### **DEVELOPING SELF ESTEEM / BEHAVIOUR EXPECTATIONS**

- Promote equality and to treat everyone with fairness and dignity
- Develop an ethos of inclusion
- Promote positive values, attitudes and behaviour
- Implement strategies to support pupils' self-esteem and self confidence
- Understand how individual pupils develop and how progress may be affected by a range of influences
- Ensure high standards of behaviour, and share in whole school responsibility for the safety, well-being and behaviour of all pupils including the safe supervision as required of all pupils e.g. at playtimes

### **COMMUNICATION AND TEAM COLLABORATION**

- Provide pupils, colleagues, parents and carers with timely, accurate and constructive feedback on progress and areas for development
- Be part of a whole school team, involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements
- Be proactive in identifying opportunities for working with colleagues, developing and sharing effective practice
- Effectively deploy support staff to ensure optimum learning experiences for pupils. This may include the sharing of planning, setting of targets, assessing and recording progress, creating resources and displays and contributing to the effective and creative running of group sessions
- Understand the roles of support staff and the contributions they can make to the learning, development, behaviour and well-being of pupils
- Liaise with commissioned therapists/agencies e.g. Speech & Language Therapist, Educational Psychologist

### **HEALTH AND WELL – BEING / SAFEGUARDING**

- Adopt SGS Pegasus School policies and procedures and be aware of local and national policies and guidance on the safeguarding and well-being of pupils
- Keep up to date with safeguarding training
- Know how to identify and support pupils whose progress, development or well-being is affected by changes to their circumstances
- Undertake risk assessments for individual students, activities and working areas as required
- Recognise health and safety is a responsibility of every team member, taking responsibility of the care of self and others
- Adhere to SGS Pegasus School Health and Safety policy and any school-specific procedures / rules that apply to this role

### **PERSONAL AND PROFESSIONAL DEVELOPMENT**

- Improve personal practice and performance and take responsibility for identifying and meeting own professional development
- Participate and contribute to performance appraisal reviews
- Attend training as required

### **FRAMEWORKS**

- Maintain up to date knowledge and understanding of the professional duties of teachers
- Work within SGS Pegasus School policies, procedures and practice and contribute to their development as required

### **CURRICULUM RESPONSIBILITIES**

- All teaching staff will hold responsibility for leading at least one area of the curriculum to impact change and drive improvement
- Staff for whom their curriculum responsibility is a core subject (Literacy, Numeracy, Science, ICT) or Phase responsibility (i.e EYFS) will receive additional TLR payment to lead this area across the school under the guidance of the SLT.

**ALL STAFF**

- This job description is not an exhaustive list. The post holder may be required to undertake other duties as directed by the Headteacher
- An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Appraisal Policy

**Role Dimensions**

- This post will be responsible for support staff allocated
- When the school is full, all staff will support the Headteacher's responsibility for the care and education of 80 full time pupils

**Key Interfaces**

- The Board and the Governing Body of the LGB and SGS Academy Trust
- Parents of students (both existing and prospective)
- Local mainstream and special schools
- Senior Leadership teams of SGS Academy Trust and partners

**Supporting College Goals and Values – all roles**

In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values.

This means:

- Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.
- Promoting the image of the College as one that is committed to the highest standards of delivery and service.
- Sharing the College's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.
- Sharing and prioritising the effective implementation of the College's Equality and Diversity Policy.
- Promoting and implementing best practice in Health and Safety,

**Measurable Performance Standards for this role**

The responsibilities of the post are to be performed in accordance with:

- SGS Pegasus School Performance Appraisal Policy
- The provisions of the most up to date edition of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document
- The Teachers' Professional Standards (2012).

**Level of Disclosure and Barring (DBS) disclosure required**

Enhanced with barred list checks

**Author and Date**

SGS Pegasus Headteacher. January 2021

**Job Evaluation (for HR Completion)**

Score		Profile		Level	
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As the needs of the College change, so the above job profile, duties and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

## Person Specification

### SGS Pegasus School – Teacher (Primary Phase)

Criteria	Essential	Desirable	Assessed by
<b>Qualifications and attainments</b>			
Degree Equivalent	✓		Application
Teacher Qualification	✓		Application
Qualified Teacher Status	✓		Application
Evidence of commitment to Continuing Professional Development	✓		Application
Further qualifications related to special educational needs		✓	Application
<b>Experience and knowledge</b>			
Proven track record of recent and successful class teaching within Primary Phase	✓		Application/Interview
Experience of teaching pupils with SEN within Primary Phase	✓		Application/Interview
Knowledge, awareness, interest and passion for education of students with SEN	✓		Application/Interview
Excellent knowledge and understanding of the National Curriculum within Primary Phase	✓		Application/Interview
Successful experience of curriculum planning, assessment and evaluation of pupil progress within Primary Phase	✓		Application/Interview
Experience of producing individual learning plans and working with a range of assessment tools and with pupil behaviour plans within Primary Phase	✓		Application/Interview
Experience of and commitment to promoting and safeguarding the welfare of students	✓		Application/Interview
Understanding and experience of delivering the SEND Code of Practice	✓		Application/Interview
Understanding and awareness of the needs, aspirations and concerns of families of students with SEN	✓		Application/Interview
Experience of establishing clear expectations and constructive working relationships through team working and mutual support	✓		Application/Interview
Experience of planning, allocating, supporting and evaluating work undertaken by other staff in the classroom	✓		Application/Interview
Experience of leading curriculum area/s		✓	Application/Interview

Criteria	Essential	Desirable	Assessed by
Experience of teaching pupils with ASD		✓	Application/Interview
Commitment to an involvement in extra-curricular activities		✓	Application/Interview
Experience of working alongside external providers/outside agencies within a school environment		✓	Application/Interview
<b>Skills and abilities</b>			
A personal commitment to working to the highest professional standard promoting a culture of continuous improvement to support the delivery of innovative and responsive services for students, young people and families	✓		Application/Interview
Able to relate and communicate with a range of different audiences	✓		Application/Interview
Able to communicate with enthusiasm, integrity, resilience, sensitivity, good humour and energy	✓		Application/Interview
Able to inspire motivate and support students, parents and staff	✓		Application/Interview
Able to build and develop teams capable of achieving excellence in goals and objectives	✓		Application/Interview
Ability to investigate, solve problems and make decisions	✓		Application/Interview
Able to use own initiative and motivate others	✓		Application/Interview
High level of organisational and planning skills	✓		Application/Interview
Flexible in adapting to the teaching approaches used at the school	✓		Application/Interview
Able to work effectively with staff colleagues, Governors and Trustees	✓		Application/Interview
<b>Essential College attributes</b>			
Initiative: Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way	✓		Application/Interview
Influencing skills: The ability to persuade others	✓		Application/Interview
Interpersonal Skills: The ability to communicate and interact with other people in a way that promotes cooperative relationships	✓		Application/Interview
Teamwork: The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner	✓		Application/Interview
<b>Circumstances of role</b>			
A willingness to support out of hours activities i.e. School Fairs, field trips etc.	✓		Application/Interview