

JOB DESCRIPTION: UNQUALIFIED TEACHER
RESPONSIBLE TO: HEAD OF SCHOOL / HEAD OF FACULTY
SCALE / SALARY: UNQUALIFIED TEACHER PAYSACLE UQ1-UQ6
DISCLOSURE LEVEL: ENHANCED

PURPOSE OF JOB:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students with support from teaching staff;
- To monitor and support the overall progress and development of students;
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential;
- To contribute to raising standards of student attainment and behaviour;
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

RESPONSIBLE FOR:

Providing learning experiences and support for pupils. Acting as a key worker for individual pupils.

LIAISING WITH:

Senior Management Team, teaching/support staff, school representatives, external agencies and parents.

MAIN DUTIES

OPERATIONAL/STRATEGIC PLANNING

- To assist in the teacher development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in curriculum areas and departments;
- To contribute to curriculum areas;
- To plan and prepare courses and lessons with oversight from teaching staff;
- To contribute to the whole school's planning activities.

CURRICULUM DEVELOPMENT:

- To develop a curriculum area for enrichment activity.

STAFF DEVELOPMENT:

- To take part in staff development programmes by participating in arrangements for further training and professional development;
- To continue personal development in the relevant areas including subject knowledge and teaching methods;
- To engage actively in the Performance Management Review process;
- To support teams in the effective/efficient deployment of teaching assistants;

- To work as a member of a designated team and to contribute positively to effective working relations;
- To develop and assist teaching programmes in conjunction with teaching assistants and monitor and review their implementation;
- To assess the progress of students and direct the work of teaching assistants in the delivery of educational programmes.

MANAGEMENT INFORMATION:

- To maintain appropriate records and to provide relevant accurate and up-to-date information to the Headteacher;
- To complete the relevant documentation to assist in the tracking of students;
- To track student progress and use information to inform teaching and learning and respond to SENCO, Headteacher and Leadership Team.

QUALITY ASSURANCE:

- To help to implement school quality procedures and to adhere to those;
- To contribute to the process of monitoring and evaluation with teaching staff. To seek/implement modification and improvement where required;
- To take part in reviewing methods of teaching and programmes of work;
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school with all staff.

COMMUNICATIONS:

- To communicate effectively with the parents of students as appropriate;
- To co-operate and communicate with other teaching and support staff;
- Where appropriate, to communicate and co-operate with outside agencies;
- To follow agreed policies for communications in the school.

MANAGEMENT OF RESOURCES:

- To support the process of the ordering and allocation of equipment and materials with relevant staff;
- To identify resource needs and to contribute to the efficient/effective use of physical resources;
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of all.

PASTORAL SYSTEM:

- To be assigned group of students;
- To promote the general progress and well-being of individual students and of the teaching as a whole;
- To liaise with Senior Managers to ensure the implementation of the school's Pastoral System;

- To register students and encourage their full attendance at all lessons and their participation in other aspects of school life;
- To evaluate and monitor the progress of students and keep up-to date student records as may be required;
- To contribute to the preparation of Individual Education Plans and progress files and other reports;
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved;
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students after consultation with the appropriate staff;
- To contribute to personal development curriculum and citizenship groups and lead behaviour management groups;
- To apply the Positive Behaviour Policy so that effective learning can take place.

TEACHING:

- To teach students according to their educational needs, including the setting and marking of work carried out by the student in the school and elsewhere in liaison with other teaching staff;
- To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required by SENCO and Headteacher;
- To contribute to written assessments, reports and references relating to individual students and groups of students;
- To undertake a designated programme of teaching;
- To ensure a high quality learning experience for students;
- To prepare materials for the day;
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus;
- To maintain discipline in accordance with the schools procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work;
- To mark, grade and give written/verbal and diagnostic feedback as required.

ADDITIONAL DUTIES:

- To play a full part in the life of the school's community, to support its vision and ethos and to be a good role model for all pupils.

OTHER SPECIFIC DUTIES:

- To continue professional development as agreed;
- To engage actively in the performance review process.

This job description sets out a summary of the key features of the role. It is not intended to be exhaustive and will be reviewed periodically to ensure it remains appropriate for the role.







The postholder must also undertake other duties within his/her competence or otherwise appropriate to the grading of the post as required.

The postholder must comply with the school's Equality Policy, Safeguarding Policy and Health & Safety Policy, and complete enhanced disclosure forms.

PERSONAL SPECIFICATION - UNQUALIFIED TEACHER

Please note: The Person Specification is a picture of the education, knowledge, skills and experience to carry out the job. The successful candidate must satisfy all of the essential criteria. Shortlisting will be in the basis of the criteria indicated by the 'Application Form' in the Evidence column.

Requirements	Essential	Desirable	Evidence
Qualifications / Education / Other			
G.C.S.E Maths, English Minimum	<input checked="" type="checkbox"/>		Application Form / Certificates
Qualifications linked to working with children with SEN		<input type="checkbox"/>	Application Form / Certificates
Professional Development Experience			
Evidence of further training in SEN		<input type="checkbox"/>	Application Form / Interview
Evidence of developing courses		<input type="checkbox"/>	Application Form / Interview
Successful instruction of pupils with EBD	<input checked="" type="checkbox"/>		Application Form / Interview
Experience of working with children having SEN	<input checked="" type="checkbox"/>		Application Form / Interview
Experience of OFSTED process		<input type="checkbox"/>	Application Form / Interview
Successful OFSTED / observational experience		<input type="checkbox"/>	Application Form / Interview
Knowledge / Skills			
Evidence of ability of lead a group	<input checked="" type="checkbox"/>		Interview/References
ICT Literate	<input checked="" type="checkbox"/>		Application Form
Evidence of having influenced the quality of learning, in present establishment	<input checked="" type="checkbox"/>		Application Form / Interview
Skilled in conflict resolution / counselling		<input type="checkbox"/>	Application Form / Interview
Contribute to the writing and implementation of IEP's and IBP's		<input type="checkbox"/>	Interview
Ability to drive and have the use of a vehicle		<input type="checkbox"/>	Certificates

Understanding and knowledge of approaches to a variety of positive behaviour management.			Interview
Personal Qualities			
Empathy with children / parents who are experiencing difficulties.			Interview
Flexible approach to people and situations			Interview
A keenness for further professional development		<input type="checkbox"/>	Interview
Interests / Motivation relevant to the post			
Willingness to work in close partnership with staff, parents and other professionals.			Interview
Interests other than education		<input type="checkbox"/>	Interview
Ability to contribute to extra-curricular activities		<input type="checkbox"/>	Interview
Commitment			
Commitment to the school, pupils and parents			Interview
Commitment to the school's Equality Policy and a willingness to promote the ethos of the school			Interview