**Job Profile**

|  |  |
| --- | --- |
| **Job Title** | Teacher and Subject Leader |
| **Grade** | Qualified Teachers Main Pay Range to Upper Pay Range 3 plus Special Needs Allowance point 2. |
| **Terms and Conditions** | * Undertake the duties of a Teacher in accordance with the conditions of employment as detailed in the School Teacher’s Pay and Conditions Document. * Undertake the duties and responsibilities as detailed in the DfE Teachers’ Standards. |
| **Responsible to:** | Head Teacher/ Deputy Head Teacher/ Assistant Head Teacher |
| **Job Purpose** | * To lead and manage the teaching and learning for a class, or group of pupils * To lead a subject, throughout the school |
| **Main Responsibilities** | |
| **A Class Teacher will:**   * Play a role under the overall guidance of the Head Teacher in helping to formulate the School Development Plan, aims and objectives of the school by: * Establishing the policies through which they shall be achieved * Managing staff and resources to that end * Monitoring progress towards their achievement * Be responsible for the supervision of Teaching Assistants * Provide support and management of pupils within a caring ethos in accordance with school policies and procedures, including the Child Safeguarding/Protection procedures. * Foster positive relationships with parents, and be involved in home/school liaison, as appropriate, * Liaise and work in collaboration with therapists and other colleagues/professionals * Attend and contribute to case conferences as appropriate, as may be directed by the Head Teacher * Take part in the arrangements for Appraisal * The job description will be reviewed annually as part of the Appraisal cycle | |

**Person Specification**

**Teacher**

|  |  |  |
| --- | --- | --- |
| **[A] TRAINING AND QUALIFICATIONS** | | |
|  | **Essential or Desirable** | **Evidence**  *Application Form*  *Letter or Interview* |
| Qualified Teacher Status | E | A |
| Degree | D | A |
| Higher Degree | D | A |
| Recent Participation in a range of relevant in service training | D | A |
| **[B] EXPERIENCE OF TEACHING AND EDUCATIONAL MANAGEMENT** | | |
|  | **Essential or Desirable** | **Evidence** |
| Management experience   * as a Subject Leader * as a Key Stage Leader, SENCO | D  D | A L I  A L I |
| Teaching Experience   * knowledge and understanding of SEN * across primary and secondary phase * mainstream * Autistic Spectrum Disorders | E  D  D  D | A L I  A L I  A L I |
| **[C] PROFESSIONAL KNOWLEDGE AND UNDERSTANDING**    Applicants should be able to demonstrate a good knowledge and understanding of the following areas relevant to the phase: | | |
|  | **Essential or Desirable** | **Evidence** |
| Pupils’ educational development | E | A L I |
| Schools leadership and management | D | A L I |
| Curriculum and assessment, including subjects and cross curricular aspects | E | A L I |
| Effective teaching and learning strategies | E | A L I |

|  |  |  |  |
| --- | --- | --- | --- |
| **[C] PROFESSIONAL KNOWLEDGE AND UNDERSTANDING continued**    Applicants should be able to demonstrate a good knowledge and understanding of the following areas relevant to the phase: | | | |
| School improvement strategies, including use of comparative data to set targets | D | | A L I |
| Local and national policies, priorities and statutory frameworks | E | | A L I |
| Application of ICT to teaching, learning and management | D | | A L I |
| **[D] PERSONAL SKILLS AND ATTRIBUTES**    Applicants should be able to provide evidence that they have the necessary personal skills and attributes required by the post. | | | |
|  | **Essential or Desirable** | | **Evidence** |
| Leadership (within the context of class teams) | D | | A L I |
| Communication | E | | A L I |
| Inter-personal skills | E | | A L I |
| Ability to prioritise time effectively | E | | A L I |
| Personal impact, confidence and enthusiasm | E | | A L I |
| Self-confidence, personal impact and presence | E | | A L I |
| Commitment, enthusiasm and integrity | E | | A L I |
| Stamina | E | | A L I |
| [**E] CONFIDENTIAL REFERENCES AND REPORTS** | | | |
| References should provide a strong level of support for relevant professional and personal knowledge, skills and abilities referred to above. | | Essential | |
| Positive recommendation from current employer | | Essential | |
| Satisfactory health and attendance record | | Essential | |