

GRADE:	MPS/UPS
ACCOUNTABLE TO:	Head of School
RESPONSIBLE FOR:	Teaching and learning of pupils.

MAIN PURPOSE

To ensure that all pupils admitted to WSAPC receive high quality education appropriate to their age, ability and any special needs they may have.

To enable each pupil to maximise and achieve their educational potential.

KEY ACCOUNTABILITIES

1. Ensure the continuity and progression in teaching and learning by choosing appropriate sequences of teaching and teaching methods and setting clear learning objectives through agreed schemes of work, developed in line with the WSAPC College Accountability Plan (CAP)
2. Ensure that curriculum assessment, monitoring and evaluation systems are followed, and act on identified areas of improvement
3. In collaboration with all staff, support and maintain a positive ethos and culture which will secure effective learning and provide high standards of achievement and behavior
4. To work in partnership with the Assistant Head Teacher and all other staff in relation to the pastoral care of pupils
5. Be responsible for teaching pupil groups in specific subject areas, as agreed with the Assistant Head Teacher
6. Take responsibility for the pastoral care of identified students. Write and/or contribute to ILP's/PEP's and target setting, and implement agreed positive behavior management strategies at the Centre/place of work
7. Support current WSAPC College Accountability Plan initiatives, policies and practices which reflect the schools commitment to high achievement through effective teaching and learning
8. Develop plans for aspects of new curriculum work, depending upon skills and qualifications, which identify clear targets, timescales and success criteria for its development and maintenance in line with current policies and practices
9. Monitor progress in subject areas for which s/he has responsibility and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes
10. Contribute to Ofsted Self Evaluation documentation as part of the staff team
11. Support and contribute to the vision, ethos and policies and promote high levels of achievement and behaviour
12. Participate in evaluating the effectiveness of the Centre's policies and developments and analysis of their impact on student progress
13. Support the Head of School in maintaining and developing positive relationships with and between pupils and staff



14. In consultation with the Head of School identify priorities for subject- based expenditure, and in monitoring the effectiveness of spending and usage of resources
15. Take on tasks related to the day-to-day organisation of the Centre/place of work / Team as determined by the Head of School
16. Attendance at staff/pupil meetings as determined by the Head of School
17. Report any concerns regarding Child Protection issues, safeguarding and Health and Safety to the Head of School; work within these policies at all times
18. Take on any additional responsibilities which might from time to time be determined by the Head of School
19. Engage with appropriate training opportunities to promote professional effectiveness in the role of Teacher

Additional Information

Guidance for Teachers on UPS

Teachers on UPS increment every two years.

UPS 1

- ✦ Providing guidance to colleagues on how to demonstrate high expectations that inspire, enthuse, motivate and challenge students
- ✦ Having 'outstanding' subject and curriculum knowledge and providing colleagues with detailed and accurate guidance to improve pupils' knowledge and understanding
- ✦ Being a role model for colleagues of how to fulfil wider professional responsibilities

UPS 2

- ✦ UPR 1
- ✦ Modelling good practice and professionalism in relation to all students and colleagues
- ✦ Developing, sharing and demonstrating ideas for improving outcomes for students
- ✦ Contributing to the achievement of the school improvement plan
- ✦ Celebrating pupils' achievements by supporting school events

UPS 3

- ✦ UPR 1 & 2
- ✦ Attending school improvement planning meetings, reviewing and evaluating progress and identifying aspects for future development
- ✦ Taking responsibility for others' professional learning, and being able to demonstrate impact of professional learning

N.B. Employees are required to work in compliance with the schools' Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the school. In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environments, including information, training and supervision necessary to accomplish those goals.

Signed: (Post holder) Date:

Signed: (Line Manager) Date:

The particular duties assigned to this post are set out above but should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required. These duties may be reviewed and amended in consultation with the post holder in light of any changes in the requirements and priorities within the school. Such variations are a common occurrence and cannot of themselves justify a re-grading of the post.



PERSON SPECIFICATION

Qualifications and Knowledge

- ✦ Qualified Teacher Status (QTS/QTLS)
- ✦ UQT, confirmed as working towards
- ✦ Certificate or degree
- ✦ Diploma in Special Educational Needs - **Desirable**
- ✦ Subject expertise
- ✦ Teaching and learning styles
- ✦ Vulnerable, hard to reach and challenging pupils
- ✦ Pupils with Statements of Special Education needs/Education Health and Care Plans
- ✦ Candidates must demonstrate understanding and commitment to Equal Opportunities
- ✦ Knowledge of Child Protection and safeguarding procedures
- ✦ Knowledge of provision for children and young people with major mental health difficulties
- ✦ Reintegration strategies - **Desirable**
- ✦ Multi-agency working - **Desirable**
- ✦ Knowledge of inclusion issues - **Desirable**
- ✦ Understanding of the key elements of the roles and functions of WSAPC teams - **Desirable**

Experience

- ✦ Successful experience of mainstream or special school teaching across the ability range
- ✦ Successful experience of teamwork in an educational setting
- ✦ Successful experience of teaching pupils with social, emotional and/or behavioral difficulties
- ✦ Successful experience working with Children Looked After - **Desirable**
- ✦ Successful experience of multi-agency working – **Desirable**
- ✦ experience of working with pupils with SEND and those that experience barriers to engaging with educational settings
- ✦ Curriculum responsibility – **Desirable**
- ✦ experience working with pupils with SEND and those that experience barriers to engaging with educational settings



Skills and Abilities

- ✦ ILP writing
- ✦ Interpersonal skills, liaison with other agencies
- ✦ Report writing
- ✦ Application of resources
- ✦ Ability to accurately assess and identify young people's needs
- ✦ Analysis of information – ***Desirable***
- ✦ Effective skills in the use of ICT - ***Desirable***
- ✦ To contribute to service development priorities – ***Desirable***

Equalities

- ✦ To be able to demonstrate a commitment to the principles of equalities and to be able to carry out duties in accordance with the Council's Equalities Policy

Other Requirements

- ✦ Able to move between locations across West Sussex
- ✦ Ability to use SIMS for recording, monitoring and implementation of data as required



