

CALDERDALE PUPIL REFERRAL UNIT

JOB DESCRIPTION

The information given on this job description is intended to provide both post holder and management with an understanding and appreciation of the workload of this particular job and its role within the organisation.

The job description outlines main duties and responsibilities under broad headings only, as it is not possible to specify every item in detail.

Post Title: Key Stage 2 Teacher

Post Grade: MPS / UPS plus SEN 1

Job Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has pupils who achieve well.

Supervisory Responsibilities

Deployment of assigned Support Workers.

Supervision Received

Responsible to Senior Leadership Team (SLT) members.

Areas of Responsibility and Key Tasks

Planning, Teaching and Class Management

Teach allocated pupils by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge pupils and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- being aware of and making provision for pupils who are SEN, very able, CLA or who have other particular individual needs;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of Programmes of Study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour and standards of work;
- using a variety of teaching methods to meet the needs of pupils;
- matching approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
- using effective questioning, listening carefully to pupils, giving attention to errors and misconceptions;
- selecting appropriate learning resources and developing study skills;

- ensuring pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- liaising with the SLT to ensure the implementation of policy and best practice.

Monitoring, Assessment, Recording, Reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- undertake assessment of pupils as requested by examination bodies and school procedures;
- prepare and present informative reports to parents;
- undertake assessment of pupils and participate in the school's system reporting to parents.

Curriculum Development

- support the development of a subject or subjects, or an aspect of the school's work, contributing to the development and completion of plans with clear targets and success criteria.

Pastoral Duties

- be a Form Tutor to an assigned group of pupils;
- promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole;
- liaise with the pastoral team to ensure the implementation of the school's pastoral system;
- register pupils, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- alert appropriate staff to problems experienced by pupils and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of pupils and persons or bodies outside the school concerned with the welfare of individual pupils, after consultation with appropriate staff;
- contribute to PSHE and citizenship according to school policy.

Other Professional Requirements

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- know subject(s) or specialism(s) to enable effective teaching;
- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and pupils;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;

- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

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PERSONNEL SPECIFICATION

POST: Key Stage 2 Teacher

GRADE: MPS / UPS plus SEN 1

ESSENTIALS	DESIRABLE	HOW IDENTIFIED
QUALIFICATIONS		
Teaching degree or equivalent (BA, BEd, PGCE etc.). Qualified Teacher Status.	Evidence of additional further educational qualifications.	Application Form Certificates
EXPERIENCE		
An up-to-date and working knowledge of KS2 Curriculum to be delivered and the appropriate resources which deliver outstanding teaching and learning opportunities. Good knowledge and understanding of teaching and learning at the required phase of education. Experience of Assessment for Learning. Knowledge and understanding of baseline assessment procedures and target setting. Excellent classroom management skills. Experience of working with pupils with challenging behaviours.	At least 2 - 3 years successful teaching experience. Experience of intervention processes to raise achievement. Experience of teaching across the age and ability range at Key Stage 2. Experience of teaching in a similar setting to the PRU. Experience of running after school clubs.	Application Form Interview References

ESSENTIALS	DESIRABLE	HOW IDENTIFIED
KNOWLEDGE AND UNDERSTANDING		
<p>Understanding of how children learn and effectively apply their learning.</p> <p>Capacity to deliver additional Key Stage curriculum areas.</p> <p>Knowledge of the use of Assessing Pupil Progress (APP) tracking.</p> <p>Up to date knowledge of safeguarding pupils.</p> <p>Knowledge and awareness of data protection legislation.</p>	<p>Good knowledge of the development of early literacy / numeracy skills and additional educational needs.</p> <p>Knowledge of baseline assessment methods.</p>	<p>Application Form</p> <p>Interview</p>
SKILLS		
<p>Personal quality:</p> <p>A flair for teaching and the ability to contribute and work as a member of a team</p> <p>An inspirational, committed and highly effective classroom practitioner who is dedicated to achieving the best outcomes for each individual child.</p> <p>Excellent personal organisational skills.</p> <p>The ability to communicate clearly and take into account, where appropriate, the views of others.</p> <p>Well-organised, with good time management skills.</p> <p>Confident use of ICT communication skills.</p> <p>Driving licence.</p>	<p>Experience using APP or other appropriate assessment tools.</p> <p>An ability to create a warm, positive and motivating learning experience for children.</p> <p>A commitment to raising attainment</p> <p>Experience of SEN Support. Good ICT and interactive whiteboard knowledge and skills.</p> <p>Minibus driving licence.</p>	<p>Application Form</p> <p>Interview</p>

ESSENTIALS	DESIRABLE	HOW IDENTIFIED
PERSONAL ATTRIBUTES		
<p>A commitment to the ethos of the school.</p> <p>Excellent record of health, punctuality and attendance.</p> <p>Maintain a high level of professionalism at all times.</p> <p>Effectively communicate orally and in writing to a range of audiences.</p> <p>Commitment to continuing professional development for all staff.</p> <p>Adaptability and resilience.</p> <p>An ability to maintain a high level of communication with parents, staff and children both written and orally.</p> <p>Energy, enthusiasm and empathy.</p> <p>Approachable, patient with a good sense of humour.</p> <p>Highly organised, resourceful and reliable.</p>	<p>Enthusiasm and willingness to go 'above and beyond' by contributing and participating in the wide range of extra-curricular activities on offer at the PRU.</p>	<p>Interview</p> <p>References</p>
SAFEGUARDING		
<p>Commitment to the safeguarding and protection of children and to the personal development of our pupils.</p> <p>Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety</p> <p>Knowledge of child protection procedures</p>	<p>Designated Safeguarding Lead training.</p>	<p>Application Form</p> <p>Interview</p>