



## **GOSH/UCLH Job Description**

### **Primary Teacher with TLR for Wellbeing, PSHE and RSE MPS3-UPS3**

#### **Part 1: Recruitment**

This section sets out the core requirements of the post.

The appointment of a Pre-Threshold Teacher is subject to the current conditions of employment for teachers contained in:

- the School Teachers' Pay and Conditions Document (STCPD);
- the School Standards and Framework Act 1998;
- the required Standards for Qualified Teacher status;
- other current legislation.

This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the performance management process.

This job description is linked to:

- Ofsted's Self-Evaluation criteria;
- The School Improvement Plan;
- The Performance Management Policy;
- The Pay policy;
- The CPD policy;
- The Professional Standards for Teachers (Core 1-8).

#### **General description of the post**

The holder of this post is expected to carry out the professional duties of a Pre-Threshold teacher as described below, as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. The post-holder is required to fully support the vision, ethos and policies of the school.

The post-holder is expected to meet and sustain all the Professional Standards for Teachers.

#### **Values and behaviour**

Teachers make the education of their pupils their first concern, and are accountable for

achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### **School Improvement Plan Priorities**

To provide an enriching and enjoyable experience for all pupils, which ensures normality through education, and helps to prevent anxiety about schoolwork.

Where appropriate, to provide continuity of education within the framework of the National Curriculum.

To ensure education is part of the overall treatment of the children and the School and Centre are an essential component of the hospital's facilities.

### **Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
- Showing tolerance of and respect for the rights of others including; democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **Relationships**

The post-holder is accountable to their line manager in all matters.

Performance Management, pay, CPD and career development are linked processes in this school. Performance management is a continuous process that generates the evidence a teacher will need for pay determination, CPD and career advancement. All staff are expected to present a summary of their CPD and its impact on learning within the hospital school at their annual performance review meeting.

## **Duties**

- Making a significant contribution to raising standards across the school.
- Consistently demonstrating high expectations for every child.
- Uses own practice as an example of good teaching.
- Ensuring continuity and progression by supporting colleagues in choosing the appropriate teaching and teaching methods
- Setting clear, relevant learning objectives through our agreed approach to teaching, developed in line with the School Improvement Plan.
- Collecting, analysing and reporting on pupils' views of their subject area.
- Evaluating their own teaching critically to improve effectiveness.
- Enabling all teachers to achieve expertise in planning for and teaching through example, support and by leading or providing high quality professional development opportunities.
- Ensuring that the Headteacher, and SLT are routinely well informed about teaching plans, priorities and pupil progress toward their agreed targets.
- Taking responsibility for drafting performance management objectives and ensuring agreed evidence is available for review against agreed criteria.
- Managing parents and other adults in the schoolroom/ward.
- Building team commitment with colleagues through collaborative planning.
- Helping colleagues to create a stimulating learning environment for teaching and learning.
- Collecting, analysing and reporting on pupils' views of their learning.
- Using the community as a teaching and learning resource.
- Liaising effectively with parents and governors.

## **Part 2: Performance Criteria MPS 3-6 and UPS 1-3**

**This section relates directly to the relevant teacher standards (2012) and Ofsted priorities and sets out the criteria by which a teacher's performance will be assessed through the performance management process.**

### **Standards of Achievement**

- Establishes a safe and stimulating environment for pupils, rooted in mutual respect
- Sets goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrates consistently the positive attitudes, values and behaviour which are expected of pupils.
- Plans teaching to build on pupils' capabilities and prior knowledge
- Is accountable for pupils' attainment, progress and outcomes; liaising with our Pupil Liaison Officer (PLO) & Hospital staff regarding handover of significant information
- Guides pupils to reflect on the progress they have made and their emerging needs

- Demonstrates knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourages pupils to take a responsible and conscientious attitude to their own work and study.

### **Adapt teaching to respond to the strengths and needs of all pupils**

- Knows when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Has a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrates an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

Has a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

### **Makes accurate and productive use of assessment**

- Knows and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Makes use of formative and summative assessment to secure pupils' progress
- Uses relevant data to monitor progress, set targets, and plan subsequent lessons
- Gives pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. Has a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.

### **The Quality of Provision**

- Demonstrates an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- Demonstrates a critical understanding of developments in the subject and curriculum areas taught, and promote the value of scholarship
- Demonstrate good subject and curriculum knowledge
- If teaching early reading, demonstrates a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrates a clear understanding of appropriate teaching strategies.
- Imparts knowledge and develop understanding through effective use of lesson time.
- Promotes a love of learning and children's intellectual curiosity.
- Sets homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflects systematically on the effectiveness of lessons and approaches to teaching.
- Contributes to the design and provision of an engaging curriculum within the relevant subject area(s).

## **Behaviour and Safety**

- Ensures, through their teaching, that pupils exhibit consistently high standards of discipline and behaviour
- Maintains good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Manages classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

## **Leadership and Management**

- Makes a positive contribution to the wider life and ethos of the school.
- Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploys support staff effectively.
- Takes responsibility for improving teaching through appropriate professional development including appropriate curriculum innovations e.g. *literacy through film, book making, ipads for learning*
- Respond to advice and feedback from colleagues communicating effectively with parents with regard to pupils' achievements and well-being.

## **Wellbeing, PSHE and RSE**

- Teach and model Wellbeing, PSHE and RSE across the school
- Support other staff to teach Wellbeing, PSHE and RSE across the school
- Develop and maintain a curriculum for Wellbeing, PSHE and RSE
- Ensure Wellbeing, PSHE and RSE is diverse, equitable and inclusive
- Provide and source training for school staff on Wellbeing, PSHE and RSE
- Ensure a positive profile of within the school Wellbeing, PSHE and RSE

## **School Policies**

- Actively implement the School's Policies.
- Develop policies and practices that benefit children and young people.
- Support the review and evaluation of policies

**In addition UPS 1-3 teachers will be expected to lead on whole school projects and line manage other staff as an when required.**