



Springfield Junior School

Teacher (ERS Unit)

Do you have a passion to work with SEN pupils? Do you want to make a difference?

Required for September 2018 – an experienced and outstanding primary teacher to join our friendly, inclusive and hardworking school as our ERS unit teacher.

The successful applicant will work alongside a team of dedicated and skilled support staff within our ASD unit.

We are looking for a candidate who is committed to maximising each child's potential and can inspire pupils with a creative and relevant curriculum within a supportive and nurturing environment, specifically adapted to meet the needs of the individuals. Pupils in our unit vary in their level of need but all either have an EHCP (or EHCP pending) or additional funding to support their education and some remain in the unit full-time whilst others access mainstream.

Our candidate will be:

- A creative and enthusiastic classroom practitioner with high expectations and a proven track record of raising standards meeting individual needs
- Able to make a difference to children's learning and give them a really good start in life, regardless of their starting point
- Willing to work in a highly motivated team of friendly staff
- Committed to providing high quality learning opportunities in a specialist environment
- Friendly and approachable with a can do attitude
- Able to communicate and liaise with parents regularly

Visits to the school are strongly encouraged and warmly welcomed by prior appointment – 01283 217855.

Springfield Junior School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Closing date for applications: 11th May 2018 Noon

Provisional Interview date: 18th May 2018

Actual Salary: Main Pay Range / Upper Pay Range

Potential Start date: 1st September 2018



JOB DESCRIPTION

POST TITLE: Teacher

REPORTING TO: Headteacher

SCALE: Main Pay Range / Upper Pay Range

DISCLOSURE LEVEL: Enhanced

CORE DUTIES:

A teacher must:

- Implement and deliver an appropriate broad, balanced, relevant and differentiated curriculum for pupils, incorporating the National Curriculum requirements and in line with the curriculum policies of the school;
- Facilitate, support and monitor the overall progress and development of a designated group of pupils;
- Foster a learning environment and educational experience which provides children with the opportunity to fulfil their individual potential;
- Share in the development of the school curriculum, courses of study, teaching materials, teaching programmes, methods of teaching and assessment and their review;
- Support and contribute to the school's responsibility for safeguarding children.

Main Responsibilities

- Teach pupils in their assigned group according to their educational needs, including the setting and marking of work to be carried out by the pupils in school and elsewhere;
- Plan their teaching to achieve optimum progression in pupil's learning;
- Identify clear teaching objectives and content, appropriate to the subject matter and the pupils being taught, and specify how these will be taught and assessed;
- Set tasks for the whole class, individuals or groups, which challenge pupils and ensure high levels of interest;
- Set appropriately demanding expectations of pupil's learning, motivation and presentation of work;
- Set clear targets for pupil's learning which they share and understand;
- Direct and supervise the work of Teaching Assistants in their classroom;
- Assess progress, development and attainment of pupils and keep such records as are required by the school's systems;
- Co-operate and liaise with other professionals, including fellow staff and colleagues from external agencies (for example, specialist teachers from the LA support services, health professionals and social workers);
- Ensure a high quality learning experience for pupils, which meets internal and external quality standards;

- Use a variety of a delivery methods appropriate to students' learning styles and the varying demands of curriculum;
- Provide a positive, and conducive and safe learning environment, encouraging high standards in punctuality, presentation of work and relationships;
- Set high expectations for pupils' behaviour and maintain a good standard of discipline through well-focused teaching, fostering positive relationships and implementing the school's behaviour policy.

In accordance with the Teachers' Pay and Conditions Document, there is a requirement for all teachers to contribute to the development of the school curriculum, teaching methods and their review. The tasks expected of the teacher may include the following and there may be dedicated time (if appropriate) to address some of the tasks:

- Collate and analyse information relating to the standards achieved by pupils for presentation to the Leadership Team and governors;
- Audit resources in a curriculum area;
- Secure and allocate the resources necessary to deliver the curriculum within an allocated budget;
- Advise and support other members of staff on the content and delivery of the curriculum;
- Support and adhere to the school's quality assurance procedures.

Generic Responsibilities

- Contribute to the personal, social, health, citizenship and enterprise education of pupils according to school policy;
- Actively engage in the school's performance management appraisal system;
- Contribute to the formulation and implementation of the School Improvement Plan and associated actions plans, as appropriate;
- Play a full part in the life of the school community and support its ethos;
- Follow and actively promote the school's policies;
- Comply with health and safety policy and undertake risk assessments as appropriate;
- Communicate effectively with parents of pupils and with persons or bodies outside the school who are concerned with the welfare of pupils, after consultation with appropriate staff;
- Actively pursue own personal and professional development;
- Any further duties which may from time to time, reasonably be required by the Headteacher.

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.

This job description is current at the date shown, but in consultation, may be changed by the Headteacher/Trust to reflect or anticipate changes in the job commensurate with the scale and job title.

Appointment to this role is subject to the current conditions of employment of teachers contained in the School Teachers Pay and Conditions Document, the Education Act 1997, the required standards for Qualified Teacher Status, other current educational legislation, and the school's articles of government

Print Name _____

Signature _____

Date _____



Person Specification

Teacher (ERS Unit)

Attributes	Essential	Desirable
Education and Training	<ul style="list-style-type: none"> • Qualified Teacher Status 	<ul style="list-style-type: none"> • Involvement in continuing professional development
Knowledge	<ul style="list-style-type: none"> • Understanding of KS2 National Curriculum • Knowledge of the 2015 SEN Code of Practice • Ability to deliver well planned lessons across the curriculum and ability range, appropriate to the needs of the individuals • Knowledge and understanding of EHCP targets and individual plans • Extensive knowledge of SEND with particular understanding of ASD • Knowledge and understanding of effective behaviour management strategies and the ability to put these into practice • Knowledge of what constitutes effective teaching and learning including different styles of learning and repeated and over learning 	<ul style="list-style-type: none"> • Specific expertise and enthusiasm for planning and teaching using a creative, cross curricular approach • Knowledge of Talk4writing • Experience of mastery teaching in maths • Experience of using the Singapore Bar • Experience of using an assessment tracking system to measure progress of pupils working at P levels and above • Experience of specific IT programmes to support learning

	<ul style="list-style-type: none"> • Evidence of planning, organisation, implementation, assessment and record keeping • Ability to support less able children and extend the more able whilst being mindful of their individual needs • Knowledge of current educational trends and initiatives • Knowledge of National Curriculum Frameworks for Literacy and Numeracy 	
Experience	<ul style="list-style-type: none"> • To have taught in a variety of age groups 	<ul style="list-style-type: none"> • Experience of leading a subject/ SEND
Skills	<ul style="list-style-type: none"> • Outstanding primary teacher • Ability to maintain an orderly, attractive and well managed classroom appropriate to the needs of the pupils • High expectations of pupils to do their very best and make expected progress • Ability of direct support staff effectively • Ability to help pupils become independent learners • Ability to liaise with other staff and support pupils to access mainstream when appropriate • Competency in computing and ability to use IT across the curriculum 	<ul style="list-style-type: none"> • Willingness and ability to contribute to whole school development • Willingness and ability to contribute to extra curricular activities

	<ul style="list-style-type: none"> • Organisation and communication skills • Ability to establish sound professional relationships with children, colleagues, governors and parents 	
Equal opportunities	<ul style="list-style-type: none"> • Knowledge and commitment to equal opportunities issues as they relate to ERS and junior schools • Commitment to Inclusion 	
Other Requirements	<ul style="list-style-type: none"> • Adaptable and flexible • Energy, enthusiasm and warmth • Hard working • A can do attitude • Genuinely believes that every child matters and wants to make a difference to the child and their family 	

In addition to the application form candidates are asked to submit a supporting letter outlining their personal philosophy of education, strengths and successes, and what they will bring to Springfield Junior School.

Print Name _____

Signature _____

Date _____