

Catherine Grace Trust

Job Description

Position:	Class Teacher, School Literacy Lead
Post Reference No:	CGT00012
Grade:	Main Scale 1- 6
Responsible to:	Executive Principal
Location:	Grace Garden School, Bristol

Overview

All members of staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the Core Values at all times.
- Nurturing students' passions and interests and stimulating their intellectual curiosity.
- Continuously raising students' aspirations and self esteem.
- Intentionally supporting the student to develop physically, emotionally, socially and academically.
- Contributing to the wider range of opportunities offered by and for the School community.
- Actively supporting and promoting the student voice.
- Assuming responsibility for the learning progress, including the emotional and social development, and pastoral care of a specific group of individual students.

Contribution

The post holder will be expected to contribute as required and uphold underpinning values and the philosophy of the School and Catherine Grace Trust at all times.

Job Purpose

To teach a subject discipline or area of the learning in-conjunction and connection with other areas of learning, inspiring students to have a passion for the subject and an understanding of its key ideas, concepts and skills.

To be explicit in modelling and developing models for learning and mental schema so that students can make connections and apply their learning in a variety of contexts.

To continuously improve classroom practice and achieve excellent student outcomes.

The post holder will be expected to embrace, articulate and work with the School's and Catherine Grace Trusts objectives, vision, values, purpose and method, ensuring that Catherine Grace Trusts paradigm of biodynamic agriculture, Anthroposophical medicine and practical skills education, which is informed by Steiner Education, is maintained, implemented and integrated within the provision of the School.

The post holder is to contribute to the whole life of the School, always remembering that our core purpose is to improve the education and lives of the children and young people at the School.

You will be required to carry out your duties at all premises, some of which are located a distance from the main site and at such other places as may reasonably be required.

Evening and weekend working will be required.

Critical Responsibilities

- Under the reasonable direction of the Deputy Headteacher, carry out the professional duties of a school teacher as set out in the current Catherine Grace Trust's Teachers' Pay and Conditions Document.
- To ensure all students engage in learning and achieve, through careful planning of the structure, methodology and delivery of the learning experience in accordance with the Curriculum Policy.
- To apply knowledge about learning and the modes of learning to plan and deliver aspects of the Steiner Waldorf Curriculum within the assessment framework of the National Curriculum in addition to their subject area.
- To ensure their students make good progress in the development of basic skills in numeracy, literacy and ICT and in the Core Learning Skills, and to provide intentional opportunities for their pupils to practice and develop these skills.
- To assess the progress of students in accordance with the School's assessment schedule and Curriculum Policy.

Planning

- To use assessment data to plan next step learning and overcome individual barriers to learning.
- To plan and prepare each lesson to ensure that each student's academic and social needs are met (personalised learning), including the effective deployment of assisting teachers/staff so as to ensure that each pupil receives excellent education, recording plans according to the School's Lesson Planning policy.

Teaching

- To teach and support a range of subjects across the curriculum according to the needs of the school as detailed in the Curriculum Policy.
- To deliver the school lead on literacy in a creative, challenging and suitably differentiated manner so that students reach their potential.
- To deliver the core subjects in a way that helps students to close the gaps, using b-squared as an ongoing assessment and planning tool.
- To deliver basic skills sessions on a one to one basis to help a student closing the academic gap.
- To implement programmes written by the Speech and Language or Occupational Therapist in class so that students can generalize the therapeutic input.
- To teach according to each student's educational needs to ensure that each student achieves their full emotional, social and educational potential.
- To assist each student to find ways to alleviate the effects of any physical, emotional or educational difficulties that they may face.
- To assist each student to discover their individual talents and potential and how these can be used creatively.
- To assist with the preparation of each student for adulthood, and also for further education and independent life as far as their individual potential and special needs allow.
- To facilitate and encourage each student to attain both internal and, where possible, external accreditation, for example: AS Level, GCSE, Entry level and Unit Awards whenever practicable.
- To contain challenging behaviour by offering clear guidelines and boundaries to each student, but without creating an "institutionalised" environment by following the Behaviour Management Policy.

- To ensure that the delivery of the lessons meets the standards and approach outlined in the Curriculum Policy.
- To undertake and be open to training and continuing professional development to ensure the delivery in Steiner/Waldorf methodology.

Subject Co-ordination

1. If allocated to co-ordinate subject area(s):
 - Manage curriculum area resources, including storage, cataloguing, accessibility and up to date information.
 - Manage and develop action plans for relevant curriculum focus areas.
 - Maintain and manage subject co-ordination folder ensuring it contains essential items.
 - Review and produce/update Schemes of Work.
 - Contribute to the production of policy and procedures as appropriate
 - To use relevant NC and P level descriptors and use b-squared for assessment and planning.
 - Monitor standards of teaching and learning in curriculum area, identify effective practice and areas for improvement. Implement strategies to raise standards as appropriate.
 - Keep up to date with national trends/initiatives relevant to curriculum area.
 - Keep the Headteacher/Deputy Headteacher informed through presentation/reports and discussions.
 - Have good knowledge of relevant NC and Waldorf Education programmes of study/QCA guidelines/accreditation requirements.
 - Analyse and evaluate levels of achievement and liaise with the Headteacher with regard to patterns and trends.
 - Complete necessary administration regarding external accreditation.

School Development

- To actively contribute to meetings, discussions and management systems necessary to co-ordinate the work of the school as a whole.
- To work co-operatively with the other departments within the School for the benefit of the pupils.
- To safeguard and promote the reputation of the School.

Assessment, Monitoring and Giving Feedback

- To effectively assess, report and record the personal, educational and social needs, development, progress and attainment of each student in accordance with the School's Curriculum Policy.
- To provide parents/carers, placing authorities and colleagues with timely and accurate reports and feedback regarding each learner's progress. These reports

to include Annual Review Reports for the review of Statement of Special Educational Needs.

- To use an ‘assessment for learning approach’ as part of day to day teaching practice in order to diagnose each learner’s needs, set realistic and challenging targets for improvement and plan for future learning.
- To promote each learner’s ability to reflect on their learning and to identify the progress they have made and to set future positive targets for improvement. This will include on-going positive feedback (both written and verbal), setting individual learning objectives targets.

External Assessment

1. To participate in preparing students for public examinations, to assess pupils for the examination, to record and report such examinations and to participate in the students’ presentation for and supervision at those exams.

Administration

1. In administration matters, to participate in the ordering and allocating of equipment and resources for allocated designated subject area(s) and to manage and supervise persons providing support for the teachers in the School when required.

Pastoral

- To provide a nurturing and caring environment in class groups with the purpose of meeting the physical, emotional and spiritual needs of each student.
- To effectively promote the emotional progress and wellbeing of each student.
- To provide guidance and advice on educational and social matters.
- To actively participate in meetings with staff, parents or interested third parties during and outside of normal school hours.
- To lead or assist after school clubs.
- To actively participate in school functions, open days and other important events.
- As required to assist with the organisation of and to accompany school trips, educational visits and activities, this may include occasional overnight stays (during term time).
- To provide support to the care/residential team when needed, including during School holidays.

Professional

- To comply and adhere to the Professional Standards for Teachers at the appropriate level (NQT, Core of Post Threshold) and maintain professional membership of the GTC (if eligible to do so) or any equivalent body.
- To maintain order and discipline among the students as befits a member of the teaching profession and safeguard the health and safety of the students engaged in authorised school activities both on and off school premises.
- To ensure their continuing personal and professional learning and development relevant to the role to ensure that they have the requisite knowledge, experience and resource to deliver excellent education.
- To achieve and maintain full accreditation in the CPI (Crisis Prevention Institute) method of managing and supporting behaviour.

General

- To share the School's commitment for promoting and safeguarding the welfare of children and young adults.
- To be responsible for promoting and safeguarding the welfare of students, children and vulnerable adults that you come into contact with.
- To follow and promote the Every Child Matters agenda.
- To carry out the above duties in accordance with the School's Health and Safety Policy.
- To actively support and promote equality and diversity throughout the School.
- To work co-operatively with other staff within the School and any of its associated organisations.
- To work with the pupils as and when required.
- To comply with all the policies and procedures of the School as contained in the booklet entitled "Brantwood Specialist School - Pupil Protection Policies".
- To maintain exemplary standards of professionalism, honesty and respect at all times, and not abuse the privilege of access to confidential information.
- To be responsible for the care of your working area and development for your working area.
- To attend meetings and supervision as required.

- To undertake training and development as required by the School and the Hiram Institute. To be committed to professional self-development, including continuing professional development through participation in-service training as necessary for the successful carrying out of the role.
- To attend mandatory and statutory trainings provided by the School and the Hiram Institute as required.
- To act in a positive and supportive manner at all times projecting a positive image of the School and their associated organisations.
- To undertake any other duties appropriate to this level of post which will evolve as the job progresses until the job description is reviewed.
- May, from time to time be required to work additional hours as shall be necessary to discharge properly your duties and responsibilities outlined in this job description.

Staff Management and Supervision

The Teacher has direct staff responsibility, however, may be required to manage and supervise Teaching Assistants and other designated staff including providing support and guidance as appropriate.

Liaison

To liaise and co-operate with all staff employed within the School, Catherine Grace Trust, parents, students, carers, support workers, professional bodies, external consultants, and any outside bodies as and when required.

To liaise with the carers and support workers of each student on his or her progress, both educationally and socially.

Job Revision

This job description should be regarded as a guide to the duties required and is not definitive or restrictive in any way. The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.

Where the post holder is disabled or becomes disabled every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable job redesign will be given full consideration.

Manager's Name: _____

Signed Manager: _____

Employee's Name: _____

Signed employee: _____

Date: _____