

Job Description- Teacher (Thomas Bewick School)

Post Title	Teacher
Salary Grade	MPS/UPS per annum depending on relevant teaching experience, plus SEN allowance
Job Evaluation Code	N/A
Reporting To	Headteacher
Line Management of	To be allocated

Job Purpose (including main duties and responsibilities)

- To carry out the professional duties of a Teacher as set out in the School Teachers' Pay and Conditions Document. Carry out teaching duties in accordance with the school's schemes of work and the National Curriculum

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

Generic Responsibilities:

- Establish a purposeful and safe learning environment and manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline and a supportive culture in line with the school behaviour policy.
- Contribute to the monitoring and development of the required subject/s area to ensure suitable opportunities are provided for learner aspirations to be met.
- Plan effectively in the short, medium- and long-term and prepare effective learning sequences, lessons and work across a series of lessons to ensure coverage of the curriculum and the differentiated needs of learners are met. Plan and prepare homework and other out of class work.
- Be aware of and apply a range of teaching and learning strategies, including implementing inclusive practices, to ensure that the diverse needs of learners are met and excellence and enjoyment is achieved. Deliver lessons to groups of learners or classes. Demonstrate the positive values, attitudes and behavior expected from learners.
- Assess, record and report on the development and progress of learners and analyse relevant data to promote the highest possible aspirations for learners and target expectations and actions to raise learners' achievements. Provide timely, accurate and constructively feedback on learners' attainment, progress and areas of development.
- Demonstrate ongoing development and application of teaching practice, expertise and subject specialism and/or phase knowledge to enrich the learning experience within and beyond the teacher's assigned classes or groups of learners.

April 2025

- Communicate effectively and work collaboratively within and beyond the classroom with support staff (including directing their day-to-day work), teachers, other professionals, parents, carers, agencies and communities, to enhance teaching and learning and promote the positive contribution and well-being of learners.
- To support, guide, and line manage allocated support staff to create a high performing and effective team.
- Contribute to the development and implementation of priorities, policies and activities in order to enable the achievement of whole school aims.
- Promote the safeguarding and welfare of children and young persons the post holder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of well being of children and young people. Take appropriate action where required.
- To work effectively with / be aware of and assist integrated processes, such as Common Assessment Framework and local opportunities which support ECM and NCYPP aims for children, young people and their families
- Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.

Specific Responsibilities:

- To plan on a daily basis for all pupils in the required subjects.
- To monitor the delivery of set/planned objectives to pupils within the required subject area/s.
- Write and share weekly plans for your class which you are timetabled to teach and/or lead
- To plan on a daily basis for all pupils in the required subjects
- Personalise planning and teach across a diverse range of needs, adapt teaching to support pupils' education at different stages of development
- To monitor the delivery of set/planned objectives to pupils within the required subject areas
- Responsibility for leading and directing support staff
- Ensure accurate and timely assessment, recording and reporting of pupil progress; including accurate and appropriate data collection
- Demonstrate knowledge of how autistic pupils learn and engage with learning, and how this informs teaching strategies; regularly reflect on teaching, learning and practice within your own class to evaluate the effectiveness of your teaching and pupils' outcomes
- Be aware of, and adapt your approach to meet, the individual pastoral needs of each child
- Responsibility for effective and timely home-school communication with parents and carers regarding their child's school day, learning and any pastoral issues

In addition, Upper Pay Spine teacher are expected to:

- Make significant contributions to implementing workplace policies and practice and to promote their implementation.
- Give advice on the development and well being of children and young people, if required
- Promote collaboration between colleagues and contribute to their professional development through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Other Specific Duties

- To play a full part in the life of the school community and support the aims and ethos of the school by adhering to the school vision
- Set a good example in terms of dress, punctuality and attendance

April 2025

- Uphold the schools' behaviour policy and code of dress for pupils
 - To take responsibility for own professional development and to positively engage with development opportunities offered by the school and Trust
 - To take responsibility for own wellbeing by positively engaging with support, advice and guidance from the school and Trusts leadership team
 - To engage actively in the performance review process
 - Undertake any other duty as specified by STPCD not mentioned above
 - To take responsibility for asking for clarification, support and guidance when needed
 - Comply with any reasonable request from a manager to undertake work of a similar level not specified in this job description
 - Be courteous to colleagues and provide a welcoming environment to visitors
 - To hold people in high regard and to speak positively to and about people at all times
 - To approach challenges with a solution based and 'can do' attitude
- Whilst every effort has been made to explain the main duties for this post work each individual task may not have been identified

General Information

- The school will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date shown, but in consultation with you may be changed by the Headteacher to reflect or anticipate changes in school priorities or the job commensurate with the job grade and title.
- The post-holder will be expected to undertake any appropriate training provided by PROSPER to assist them in carrying out any of the above duties.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the work place. To include ensuring that the requirements of the Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to

April 2025



Person Specification – Teacher

Method of Candidate Assessment:

A = Application
I = Interview
R = Reference

Essential	Desirable	Assessment
Skills, knowledge and aptitudes		
Excellent classroom practitioner	Understands the framework for inspection of schools	A/I/R
Excellent understanding of core subjects and how they can be taught to pupils with learning difficulties	Can teach other subjects or general subjects appropriate to the curriculum for pupils with learning difficulties	A/I/R
Knowledge and understanding of pupils with a wide range of moderate and complex educational needs		A/I/R
Clear understanding of subject leader role (if not an ECT)		A/I/R
Clear vision of how the subject leader role can be used to ensure pupil progression and effective delivery of the subject throughout the school		A/I/R
Sound understanding of assessment, recording and reporting processes		A/I/R
Very good verbal and written communication skills		A/I/R
Can relate well to all groups listed in Job Description		A/I
Qualifications and training		
DfE recognised teaching qualification and QTS or equivalent	Further professional development in autism-specific teaching strategies and interventions	DfE check A/I/R
Experience		
Made significant contributions to teaching in their present school/or been recognised as a very good teacher in training	Experience of teaching other or general subjects to pupils with learning difficulties	A/I/R
	Considerable experience of teaching pupils with learning difficulties Experience of teaching pupils with severe learning difficulties	A/I/R
	Experience of teaching pupils with autism	A/I/R

April 2025

Personal qualities		
Exceptional role model with the highest standards of integrity		I/R
Ability to make difficult decisions based on putting the pupils first	Calm, confident and professional manner	I/R
Embraces change and overcomes resistance to change in others		I/R
Willingness to ask for advice and support where necessary		I/R
Essential	Desirable	Assessment
High expectations of pupil achievement		I/R
Ability to form and maintain appropriate relationships and personal boundaries with children and young people		I/R
Ability to manage change and meet competing deadlines		I/R
Special requirements		
Cleared to work with children	Clean driving licence	I/R DBS Clearance
Willing to take part in out-of-school activities	Newcastle mini-bus test	I/R
Prepared to respond positively to professional development opportunities offered by the school		I/R

April 2025